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ABSTRACT

Vanderbilt University's 1969 EPDA Summer In-Service Institute for Training in Portuguese was a flexible, dual program in the fields of foreign language (specifically Portuguese) and English as a second language. Objectives were to provide: (1) adequately trained personnel to maintain and develop existing conventional secondary school Portuguese language programs; (2) trained personnel to implement new such programs in previously identified nuclei of interest; (3) personnel trained in the Portuguese language, Portuguese cultural and civilizational background, and relevant methodologies to staff ESOL programs for monolingual Portuguese-speaking immigrant students. In this last context, it was conceived as a pilot program leading toward the establishment of true bilingual education in the areas in question (principally southeastern Massachusetts, northeastern Rhode Island, and parts of California) through the training of a nucleus of staff. (This report consists of the Director's Report and various appendixes, including staff evaluations of the program and specific courses, participants' evaluation of the program, and communications to participants. The staff evaluation of participants is not included in this document.) [Not available in hardcopy due to marginal legibility of original document.] (Author/AMM)

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DIRECTOR'S REPORT — INSTITUTE IN PORTUGUESE (EPDA)

June 23, 1969 (Beginning Date) to August 8, 1969 (Ending Date)

Norwood Andrews, Jr., Ph.D., Associate Professor of Spanish & Portuguese
(Director's Name & Title)

Vanderbilt University
(Host Institution)

Nashville, Tennessee 37203
(Location)

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1969 EPDA FINAL REPORT

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I. INTRODUCTION

Vanderbilt University's 1969 EPDA Summer In-Service Institute for Training in Portuguese was a flexible, dual program in the fields of foreign language (FL, specifically Portuguese) and English as a second language (ESOL). Its objectives were to provide: (1) adequately trained personnel to maintain and develop existing conventional secondary school Portuguese language programs; (2) trained personnel to implement new such programs in previously identified nuclei of interest; (3) personnel trained in the Portuguese language, Portuguese cultural and civilizational background, and relevant methodologies to staff ESOL programs for monolingual Portuguese-speaking immigrant students. In this last context, it was conceived as a pilot program leading toward the establishment of true bilingual education in the areas in question (principally southeastern Massachusetts, northeastern Rhode Island, and parts of California) through the training of a nucleus of staff. In all three contexts, the educational need has been, and remains, pressing. Its extent has been documented in the text of Vanderbilt's proposals to the Office of Education for both this Institute and the 1968 Title XI NDEA Institute. Suffice it to state here that in no single one of these contexts is the extant staff adequate in either numbers or training, and that without Institute programs, an already far less-than-optimum situation would deteriorate further.

II. OPERATION OF THE PROGRAM

1. Planning

The initial proposal for Vanderbilt's 1969 EPDA Institute was, of course, submitted to the Office of Education before the 1968 NDEA Institute began. Consequently, such relevant lessons as were learned by the staff and the Director (as author of a second proposal) during the 1968 NDEA experience could not manifest themselves as modifications to the planning for the 1969 EPDA Institute until the grants for 1969 had been announced, the preliminary negotiation stage had been reached, and it became valid as well as desirable to submit program revisions. The format of Vanderbilt's 1969 Institute underwent several modifications as a result of recommendations made at the close of the 1968 Institute and published in the final report. Principally, both the basic language sequence and the foreign language methodology sequence were altered significantly, and care was taken to segregate beginning participants on the basis of dialect studied (Brazilian or Continental). "Internal" communications to participants during the Institute were more carefully organized, with the result that the participants themselves found them generally very good. The addition of a system of academic advisors drawn from the senior members of the staff, each advisor responsible for only a small group of participants, was a major improvement and contributed heavily to the overall success of the program.

The reorganization of the basic Portuguese language sequence, following the recommendations made at the close of the 1968 Institute, was realized principally by the Associate Director, Col. Paul Wachholz, in consultation with the Director and with other members of the 1969 basic language staff. Col. Wachholz and Prof. Gregory Rocha are responsible for the syllabus for courses 201A, 201B, 201C and 203 which will be discussed in detail later but which represents a new approach to the utilization of existing materials,

none of which is satisfactory by itself for Institute purposes but which, together, produced truly outstanding results. The Director periodically consulted other members of the 1969 staff, prior to the opening of the session, relative to both materials and aspects of the program. One specific incident involved the appearance of a new basic language text, Magro and DePaula, Português: Conversação e Gramática (Washington, D. C., 1969), only a matter of weeks before the session began. The Director obtained copies, forwarded them to the basic language staff, and collated their evaluations in adequate time to reach a decision as to the value of the book for Institute purposes (it was not adopted). The task of providing such evaluation fell upon the staff during the final hectic weeks of the regular academic year, and they are to be commended for their swift execution of it despite their normal end-of-term burdens.

The Director consulted regularly with Dr. John McCarthy, Assistant Professor of Sociology at Vanderbilt, about the Institute's sociology course. Dr. McCarthy drafted the course description and assisted materially in integrating it into the rest of the Institute curriculum. His assistance and knowledge of his field also made possible the recruitment of Dr. Carroll Bourg, Instructor in Sociology at Fisk University, to teach the course.

With the cooperation of Dr. Luther Christman, Dean of the School of Nursing at Vanderbilt, Dr. Mary L. Donaldson, Chairman, Department of Fundamentals in Nursing, made the Nursing School's modern television facility available to the Institute's microteaching component when it became apparent that a logistical, technical and pedagogical improvement over the facility at Peabody College used by the 1968 NDEA Institute was desirable. Dr. Donaldson's expertise in the area was of considerable benefit to the Director in revising the planning of the microteaching component.[1]

As a direct result of consultation subsequent to the EPDA Director's meeting in February between the Director and Dr. Mary Jane Smalley, USOE Program Representative for Foreign Languages, one particularly significant change was made to the Institute curriculum: Course 205, Portuguese-English Contrastive Grammar, was made a part of the schedule of all participants, including FL beginners in Portuguese and FL speakers of Portuguese who did not attend the 1968 NDEA Institute. It was not originally scheduled for these two groups. Subsequently, Dr. Reinhardt, whose spoken Portuguese is of truly outstanding clarity as well as totally native accuracy made the decision to offer the course in Portuguese. As a result, the Institute acquired a second pivotal course--in addition to 202, Culture and Civilization--where the dissemination of important factual information and the language "learning-by-doing" experience were blended into a single, unique learning situation. The value to the "tightening up" of the entire program was enormous. As Mr. Ricardo Arenas, Chairman, Foreign Language Department, Washington High School, Fremont, California, has stated in his participant evaluation questionnaire, "Outstanding instruction. Even though my novice Portuguese did present problems at times, the course should definitely be taught in Portuguese. I would recommend

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[1] Some technical difficulties were, to be sure, encountered during the program, as the microteaching instructors have pointed out (Appendix E , pp.43-60), but the overall component was successful and led to the production of three demonstration video tapes which are expected to be of value to future Institute programs.

that this course be mandatory for participants and staff alike."[2] As a result of Dr. Smalley's suggestions and recommendations, Course 205 was mandatory for participants; it was also attended regularly by several members of the staff, a tribute, incidentally, to Dr. Reinhardt's instruction, which was precisely what Mr. Arenas has called it--"outstanding."

Insofar as planning for another time is concerned, there is one built-in difference by virtue of the altered schedule of timing for the submission of proposals. This time, what has been learned through experience will be incorporated into the initial proposal, which, hopefully, will thereby need fewer subsequent modifications. It is intended to submit a proposal for an Institute abroad in Portugal in 1970, and a number of aspects of the 1969 program will either be altered or dropped altogether, while new components will be added. To a certain extent, the entire 1969 program was aimed at telling the staff what to do and what not to do if another Institute is held, especially abroad. The staff met after the session was over to go into these things in detail, and the principal conclusions reached appear in Appendix N (p. 223). For example, the lecture series will be dropped as a separate component and incorporated into related classes. The film series will probably be dropped altogether. No language laboratory component will be included in the basic language sequence; rather, participants will be "gotten out into the streets." The ESOL component will be moved from the largely theoretical plane into the practical by the addition of at least one and perhaps several classes in English for Portuguese speakers. While the proposal has yet to be drafted, basic planning, including staff requirements, in these areas has already taken place. No special additional facilities are necessary at this stage, although early funding would be essential to permit planning on location in Portugal.

2. Participants

Applicant response was quantitatively disappointing this time, owing very largely if not entirely to the lateness with which grants were "buttoned up" and Plans of Operation were approved and signed. This Director considers that his hands were tied badly by his not knowing precisely what he might announce or when he might announce it in anything other than an entirely preliminary and superficial way. Furthermore, the announcement in the EPDA 1969-70 programs brochure specified that Vanderbilt's Institute was exclusively in foreign language, and made no mention at all of the ESOL component. This was an additional serious setback in terms of participant recruitment. Naturally, in the first year of EPDA, many of the delays if not all of them were unavoidable, but they presented serious problems nonetheless, quantitatively. Qualitatively and with regard to interest, there were no problems, as indeed there were none in connection with the 1968 NDEA Institute.

Selection criteria and methods, as described in the Plan of Operation (see Appendix R p. 234), worked ideally, although of necessity with a reduced number of applicants, given the overriding problem of timing. An entirely acceptable mix of ESOL and FL participants, both non-speakers (beginners) and

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[2]Some participants, to be sure, have expressed their belief that Course 205 should have been taught in English. Such objections are rendered largely invalid by the astonishing amount of Portuguese which beginning participants learned. (See also - Dr. Reinhardt's own evaluation of the course [Appendix E, p. 43-60]).

speakers, was achieved. Strictly for purposes of discussing it here, the academic mix may be broken down as follows: 1) REGULAR participants--i.e., FL personnel: Teachers (and selected administrative, supervisory, and support personnel) in conventional secondary school Portuguese programs; 2) ESOL participants--teachers of English as a second language (& supervisory, administrative & support personnel in the field) who work with Portuguese-speaking immigrant students. Both the REGULAR and the ESOL groups included participants who did know Portuguese--Advanced Level (A-LEVEL)--and participants who did not know Portuguese--Elementary Level (E-LEVEL). The REGULAR A-LEVEL group was subdivided into participants with no previous Institute experience in Portuguese (designated REGULAR A-LEVEL INITIAL) and a carefully selected number of participants who repeated from both levels of the 1968 Title XI NDEA Institute (designated REGULAR A-LEVEL REPEAT). For purposes of ready identification, then, the mix may be charted as follows:

Groups	Initial Admissions	Final Admissions[3]
1. REGULAR A-LEVEL INITIAL	6	6
2. REGULAR A-LEVEL REPEAT	7	7
3. REGULAR E-LEVEL	9	8
4. ESOL E-LEVEL	11	10
5. ESOL A-LEVEL	7	7
Total	40	38

The largest single component in the geographic mix was again the group from Massachusetts, with seventeen participants. Second in size was the group from California with nine. Next in order came Rhode Island and Texas with four each, followed by the District of Columbia, Illinois, Ohio and Oregon with one apiece. In terms of the demographic mix, Massachusetts, Rhode Island and California provided, as might be expected, all of the Portuguese-surnamed Americans--twenty of the thirty-eight participants, or exactly half of the total enrolment as of Saturday, 21 June, since the two last minute drop-outs were not Portuguese-surnamed Americans. Among the balance of the participants, there were six Spanish-surnamed Americans (two each from California and Texas, logically enough, but also one each from Illinois and Ohio) and twelve others. All of the Spanish-surnamed Americans, nine out of twenty Portuguese-surnamed Americans and six out of twelve of the others (including the one Black American who applied) were in FL. No Spanish-surnamed Americans, eleven out of twenty Portuguese-surnamed Americans, and six out of twelve others (including the two Peace Corps veterans among the participants) were in ESOL. From the total of thirty-eight participants, twenty-one were in FL, seventeen were in ESOL.[4] Twenty total participants spoke Portuguese and took the advanced program, while eighteen were beginners who took the elementary program.

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[3] Allowing for changes entailed by drop-outs (including one the day before the program began and one failure to arrive through illness).

[4] Both of the last minute drop-outs were in ESOL (one speaker, one beginner), with the result that the division would have been twenty-one FL to nineteen ESOL.

Among the eighteen beginners, eight were in FL, ten were in ESOL. The ten ESOL beginners included seven Portuguese-surnamed Americans and three others. The eight FL beginners included five Spanish-surnamed Americans and three others. Of the twenty participants in the advanced program for Portuguese-speakers, there were thirteen with Portuguese surnames, one with a Spanish surname, and six others. Of the total of twenty, thirteen were in FL, seven were in ESOL. Of the thirteen in FL, there were nine with Portuguese surnames, one with a Spanish surname, and three others. Of the seven in ESOL, there were four with Portuguese surnames and three others. Of the twenty Portuguese-surnamed participants, thirteen (9 FL, 4 ESOL) were in the advanced program, while seven (all ESOL) were in the elementary program.

Some interesting and significant changes appear if a statistical comparison is made of the geographic and demographic participant mix of the 1969 EPDA Institute to that of the 1968 NDEA Institute. In 1968, eighteen participants (of an initial total of twenty) finished the program.[5] Eleven of the eighteen (four from Rhode Island and seven from Massachusetts) were Portuguese-surnamed Americans (there was one other from Massachusetts). There were only two Spanish-surnamed participants, one from Ohio and one from California. There were only two participants altogether from California, one Spanish-surnamed and one other; there were no Portuguese-surnamed participants from that state. The neighboring New England areas of southeastern Massachusetts and northeastern Rhode Island outnumbered all other regions represented by twelve to six, or two to one. Those same areas outnumbered California by twelve to two, or six to one, and all but one participant was Portuguese-surnamed. This year, the same areas in Massachusetts and Rhode Island provided twenty-one participants, sixteen of whom were Portuguese-surnamed, but five of whom were not. At the same time, California provided nine participants, four of whom were Portuguese-surnamed as opposed to none in 1968. Massachusetts and Rhode Island therefore outnumbered California in 1969 by only slightly over two to one (twenty-one to nine), and came very close (twenty-one to seventeen) to splitting evenly with the other regions represented, instead of outnumbering them two to one. Furthermore, there were no Portuguese-surnamed beginners in the elementary program of 1968. There were seven this time, four from California, three from New England. While the 1969 Institute was for double the total number of participants of the 1968 Institute, the number of Spanish-surnamed participants tripled--from two to six.

Clearly, the participant mix--geographic and demographic--was more truly national this time, as well as more successful through the involvement of areas of Portuguese settlement outside New England (specifically California). It was also successful in involving non-Portuguese-surnamed Americans from those same areas of Portuguese settlement. Furthermore, the Portuguese-American group itself, coming as it did from both coasts, provided an interesting as well as unusual and representative composite cross-section of Portuguese-American culture in the United States. It included recent immigrants, immigrants who have resided in the United States for most or a large part of their adult life, first and second generation descendents of immigrants, and a relatively wide variety of socio-economic backgrounds from widely different parts of the country. This cross-section enabled the Portuguese-American participants from both coasts for the first time to share experiences in a learning situation, to compare notes, and at least to make a start toward cohesive group development of Portuguese studies. It was perhaps a small but certainly a meaningful

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[5] Massachusetts--8; Rhode Island--4; Ohio--2; California--2; Texas--1; Utah--1: 18 total.

step toward overcoming the kind of regionalistic thinking and apparent polarity of interests which have unfortunately existed heretofore, and about which little indeed had been done on the national level with the single notable exception of the Vanderbilt Invitational Conference on High School Portuguese in June, 1967.[6] Naturally, it was also of especial relevance to Course 204, Introduction to the Sociology of Minority Groups, since it afforded both the instructor, Dr. Bourg, and the participants themselves with a broader spectrum than would have otherwise been possible.

While the ratio of Portuguese-surnamed participants to non-Portuguese-surnamed participants from New England was eleven to one in 1968, it was 16 to five, or approximately three to one this time, showing clearly a marked increase in the involvement of non-Portuguese-Americans in the educational problems and issues which obtain in areas of Portuguese-American settlement. Equally significant and encouraging was the increased number of Spanish-surnamed participants this time. It has been pointed out that, "In vast areas of the southwestern and western United States there are concentrations of Americans of Mexican ancestry who have a valid and compelling interest in the kindred language and culture which is offered to them by the Luso-Brazilian world."[7] One might add that that same interest is capable of crossing regional frontiers and reaching Spanish-surnamed Americans whose high schools are as far removed from the southwestern and western United States as Illinois and Ohio (each of which furnished such a participant, as has been pointed out). Increased Institute participation by Spanish-surnamed Americans is therefore a mark of increased dynamic rather than merely potential interest, as well as a concomitant index of real development of the field.

At the same time that the number of Spanish-surnamed participants tripled from 1968, the number of participants with neither Spanish nor Portuguese surnames more than doubled (from five to twelve), additional encouraging evidence that the field of Portuguese studies at academic levels below the superior is breaking its dependence on ethnic regional ties and developing national proportions. Its progress in this regard is slow, to be sure, and still heavily dependent on Institute programs, but it remains significant.

Insofar as the total number of participants was concerned, more could have been handled with no increase in staff, had more funds for stipends and dependency allowances been available. The size of the group was nevertheless satisfactory, as was the number of schools represented (32). Geographically and demographically (in terms of student population), the schools represented by the FL group present some interesting contrasts. For purposes of simplification, they may be divided into the following four categories: 1) California Bay Area--a mixture of Portuguese-surnamed Americans, Spanish-surnamed Americans and others (including a large proportion of Anglos), constituting as well a fairly mixed spectrum of socio-economic backgrounds; 2) southeastern Massachusetts--very largely

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[6] Also funded in part by the Bureau of Research (USOE), as well as by The Gulbenkian Foundation, Inc. (N. Y. C.), Vanderbilt, The Hispanic Society of America, and United Merchants and Manufacturers.

[7] Fred P. Ellison and Norwood Andrews, Jr., "Portuguese in the High Schools," Chapter 21 in A Handbook for Teachers of Spanish and Portuguese, ed. Donald Devenish Walsh (Lexington, Mass., 1969), 259.

Portuguese-surnamed Americans of frequently lower socio-economic background; 3) Springfield, Ohio, and Lake Forest, Illinois--generally middle class Anglos; 4) El Paso, Texas-very largely Spanish-surnamed Americans of generally lower socio-economic background. Quite obviously, there is as national a mix in the student populations affected by the participants as there was among the participants themselves. This is judged to be a very positive factor.

3. Staff

With the exception of the Director, there were no regular members of the Vanderbilt faculty on the staff of the Institute.[8] This arrangement underscores once again a major advantage of the Institute format which was pointed out in the Final Report on Vanderbilt's 1968 NDEA program (p. 10), ". . .namely, the possibility of assembling a staff on the basis of individual qualification rather than availability within the host institution." The members of this staff were singularly well qualified for the tasks they had to perform, and they performed them all with skill, finesse, good will and good humor. They were congenial as well as eminently competent. Their appetite for hard work (nothing less than voracious) and their ready willingness to work as a unit made them a true Institute staff, not just a collection of individuals from scattered schools and colleges thrown together under one roof for eight weeks. The Director's frequent lengthy telephone conversations and extensive--indeed sometimes voluminous--correspondence with them during the semester preceding the Institute revealed the lengths to which they went to arrive on the scene prepared. Their backgrounds were to say the least varied, ranging--vertically--from the Chairman of a Department of Romance Languages at a distinguished eastern college to three practicing high school teachers and two more with high school certification. There were both native Brazilians and native Portuguese. Represented among advanced degrees were such universities as Wisconsin, Harvard, London, Texas (Austin), Columbia and Brandeis.[9] Several had either taught in or attended Institutes in the past, a factor which contributed significantly to their collective success. Some of them, to be sure, came into the program with less practical experience than others, but no one came into it either unskilled or unprepared. The participants themselves have made such comments as the following about them as a group: "I was extremely impressed with the competence of the staff;" "The approach by all the professors was superb." The Director can only reiterate these opinions.

With regard to lecturers, as opposed to regular Institute staff, it is not possible to be so sanguine. The lecture series did not function as it had been designed to do. It was, if anything, counterproductive, and the Director had already determined to abolish it as a separate part of the program before the same concensus was reached in a staff meeting at the close of the Institute.[10] One difficulty was the acoustics in the lecture hall employed. To be sure, this difficulty could be remedied in a number of ways in a future program, but it represents merely an additional, gratuitous aggravation, not the core of the problem.

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[8] Profs. Maria Estela Segatto Corrêa and Sara Marane, appointed to the rank of Visiting Instructor of Portuguese for the Institute, will remain at Vanderbilt for purposes of graduate study in September.

[9] See Appendix C , pp. 31-35 , Roster of Staff.

[10] Appendix N, p. 223.

In theory, the lecture series should have worked well. It did in the 1968 Institute, where the major complaint from participants was that ten lectures were too many, not that the quality was poor or that they were not relevant. It was therefore thought that, by reducing the number to five, and by retaining three of the same lecturers, an already valuable aspect of the program would only be improved. It was not, largely, one is led to believe, because of scheduling; rather than being reduced in number, the evening lectures should have been abolished altogether, and, if any are to be given, they should be incorporated into one or more of the class periods during the day. The same, it should be added, would appear true of the film series. In other words, all formal functions after the dinner hour should be abolished from future Institutes in Portuguese of this general type, and the dinner hour itself should not involve formal language tables. Such an arrangement would leave the participants free after the close of their last class in the afternoon. The additional freedom, even if more apparent than real, especially in the case of the formal dinner hour, would in all likelihood provide adequate relief from the excessive pressures of work, real or imaginary, to which some participants felt themselves subjected.[11]

It is impossible to arrive at any firm conclusion regarding the overall quality of the lectures themselves. Participants' evaluations of them are frequently if not usually contradictory, and the same is true for opinions of them by the staff, as became apparent during discussions with the Director.[12] One additional aspect of the lecture series' lack of relevance to the program as a separate component does, however, appear to have manifested itself. There was no need for the additional hours of exposure to "live" Portuguese for the beginning participants, one of the major bases upon which ten lectures were scheduled for the 1968 Institute. The reorganization of the basic language sequence, together with the related inclusion of two pivotal courses in Portuguese rather than one for all the participants,[13] provided all the "live exposure" necessary and produced the desired results in terms of the language proficiency attained by the beginners.

Two evaluators (consultants) appraised the Institute program while it was in operation, Dr. Lloyd Kasten (FL), University of Wisconsin, during the second week and Dr. Robert Saitz (ESOL), Boston University, during the fifth week. The text of their written evaluations appear in Appendices F and G respectively (pp. 61-75), together with their itineraries (schedules) during their visits. Each of them also delivered a lecture, in addition to furnishing his services as an evaluator. The Director found his lengthy discussions with both of them, during the course of their observations, of considerable value in gaining perspective on the functioning of the program. Both of them provided detailed critiques of painstaking quality which furnish extremely valuable recommendations and suggestions for the planning and organization of future programs.

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[11] With regard to the dinner hour: participants tend to eat together in groups and practice their Portuguese anyway, so there is little if any need for formally organized language tables in the evening. The consensus of the staff is that they should be retained at the noon hour (Appendix D , p. 36).

The problem of "too much work," in the opinion of the Director, is almost entirely psychological, but it must nevertheless be met and, again in the opinion of the Director, can be met by the schedule changes outlined.

[12] It is worth noting that all of this applies to the Director's own lecture as well as to the other four.

[13] Course 205, Portuguese-English Contrastive Grammar (Dr. Reinhardt) as well as Course 202, Portuguese Culture and Civilization (Dr. Piper).

Neither of them indicated the necessity of major operational changes during the present program. Dr. Saitz did, to be sure, quickly point out the weakness inherent in the lack of an ESOL demonstration class, a weakness of which the regular administration and staff were already fully aware, and suggest that ESOL participants would benefit from observing the television microteaching carried out in conjunction with the FL demonstration classes. To a limited extent this recommendation was put into practice but, as Dr. Saitz again points out, schedule conflicts and an already heavy work load made full-scale implementation of it impossible.

Dr. Saitz also noted the apparently heavy work load of the participants, but, as has been indicated above, the major issue here is very probably the matter of scheduling, not the problem of too many courses. On the other hand, Dr. Saitz' recommendation that some of the separate courses be combined may indeed be well taken. His opinion that a practical, problem-oriented approach should be adopted in the ESOL methodology sequence is certainly well taken, although it may also be justifiably maintained that most of the ESOL participants this time were weak indeed in theoretical background, and therefore both needed and benefitted from the component of lectures in theory of their methodology seminar. If, as is projected, the next Institute is held in Portugal, it will be possible to incorporate his recommendations, including demonstration classes on perhaps more than one level, without abandoning valuable grounding in theory.

Like Dr. Saitz, Dr. Kasten noted the heavy work load, but, of course, the problem remains in the scheduling. Dr. Kasten did not recommend any operational changes during the session, although he did make some suggestions for better utilization of staff resources which were put into practice. Specifically, Prof. Sara Marane's original section (S-1) of Course 201B, Intensive Introductory Portuguese, Abreu text, was given to Prof. Maria Estela Segatto Corrêa, and Prof. Marane took over Prof. Corrêa's original section (S-1) of Course 203, Elementary Portuguese Composition and Conversation. This arrangement provided improved application of the talents of the teachers in question, and the results--in terms of the quality and quantity of Portuguese learned by the participants involved--show it to have been worthwhile.

Orienting the regular Institute staff toward the specific objectives of the program presented no difficulties whatsoever. Mention has already been made of the lengthy telephone conversations and voluminous correspondence carried on with them by the Director before their arrival at Vanderbilt, as well as of the superb state of preparation for their own courses in which they did arrive. The planning meetings which took place before the session started presented ample opportunity to iron out small details, clear up points still vague in people's minds, and allow the people who would be cooperating in various aspects of the program to get to know each other. Prof. Wachholz, the Associate Director, held regular meetings of the basic language staff during the session, and that aspect of the program was notable for its coordination. There has, to be sure, been some criticism of it by staff members involved in it, some feeling that tighter coordination could have been achieved. There has also been criticism of the use of the two spearate texts, Williams, First Brazilian Grammar, and Abreu and Rameh, Português Contemporâneo. It is difficult, however, to argue with demonstrable success, and the basic language sequence was demonstrably very successful. This fact is owing in very large measure to the organization of both staff and materials--including and especially the two texts--by Prof. Wachholz with assistance from Prof. Rocha. The Associate Director was constantly aware of what was going on throughout the various elements and in the various different classrooms of the basic language sequence. He kept the Director informed and, more important still, he kept the basic language staff working as a unit.

In like fashion, the two FL and one ESOL methods instructors consulted regularly, with the result each knew what the others were doing, when they were doing it, and why. As pointed out previously, this entire staff demonstrated a degree of cohesiveness seldom found among a group of academics. They were all in constant dialogue among themselves, and the system of advisors made it possible to include the participants in the dialogue easily, thoroughly, and in a reassuring manner. Paraphrasing one of them, the shoulder to cry on was very useful.

In light of such comments, it should be apparent that there was never any question of maintaining the involvement of such a staff throughout the duration of the session. One should add, however, that the field of Portuguese, undernourished as it is at almost all levels and badly in need of all the assistance it can get nevertheless enjoys a nucleus of dedicated as well as expert professional teachers. Without exception, this staff was made up of such individuals. No activities were ever necessary to maintain their involvement. They did it themselves, and would do it again, and again, as often as necessary.

Carry-over of involvement in the program's specific objectives into the regular work of the Institute staff during the academic year is another matter. Dr. Piper, for example, whose doctoral dissertation was on a Portuguese topic, does not teach Portuguese at Williams, either the basic language or such advanced courses as the Institute's culture and civilization course (202), which he taught masterfully during the program. Prof. Teixeira, a superb audio-lingual language teacher, "did his thing" successfully during the Institute as he does and will continue to do during the academic year at Middletown High School. On the other hand, both Course 215, Portuguese Dialectology, and 204, Introduction to the Sociology of Minority Groups, did provide Professor Vázquez and Dr. Bourg with new data, although it is obviously too early at the time of this writing for them to ascertain what specific use they will make of it. For the younger and less experienced members of the staff, of course, specifically those involved in the basic language sequence, there may be expected to be considerable carry-over. While the Institute experience was profitable for everyone, it was perhaps most immediately profitable in a pedagogic sense for these younger individuals who will be teaching beginning Portuguese in the immediate future. The opportunity for them to rub elbows with their more experienced colleagues, and to participate in the use of new materials, has given them a perspective they would not otherwise have been able to acquire.

4. Orientation Program

A reception was held for staff and participants on Sunday evening, June 22, during which time the Director and Associate Director were available to answer questions. Participants had been given, on arrival, a packet of informational materials (Appendix K, pp. 174-183) designed to assist them in settling into the program. A brief plenary meeting was held in lieu of the 8:10 A. M. class Monday morning, the 23rd, after which participants met with their advisors. A few of the staff felt that they themselves had not been adequately prepared for the task of advising strange students on what was, for them too, strange ground.

Dr. Piper in particular, thought that Monday morning was marked by general confusion.[14] In the Director's opinion, to the contrary, the program seemed to get under way with markedly less confusion than usually obtains at the beginning of term in colleges and universities.

Inevitably, perhaps, the matter of formal academic credit came up several times on the opening morning, and Dr. Piper, who had been asked to serve as head advisor for formal credit, did not feel that he had been adequately prepared by the Director to deal with questions relating to it. In point of fact, this opinion came as a surprise. Each participant eligible to enrol simultaneously in either the Graduate School or the Division of Unclassified Studies at Vanderbilt had already been written to individually by the Director before arrival in Nashville. Furthermore, a memorandum had been circulated to the staff indicating that questions about formal credit which they could not answer should be referred to the Director, while participants might also be sent directly to either the Graduate School or the Division of Unclassified Studies if they believed that they were eligible to apply for simultaneous admission. Both the Graduate School or the Division of Unclassified Studies had a list of eligible potential applicants on hand, and were also prepared to answer questions. In addition, participants had been issued maps of the campus.

Naturally, Dr. Piper's observations must be taken seriously, and an effort must be made in the future to avoid the kind of communications gap he has singled out, but there should be no difficulty involved. From the Director's point of view, however, it is worth reiterating that two or three hours of confusion--if indeed it was that extensive--seem very mild birth pangs for any academic session. Without exaggeration, the Director has twice, at eminently respectable coeducational colleges, seen a computer schedule classes for washrooms, once a men's room, once a ladies' room. It is fortunate that, in both cases, the weather was mild and there were trees under which to hold the classes until the matter was resolved, a resolution which took days rather than hours. By comparison, Monday morning, June 23 in this Institute was a model of organization.

Once the dust of the opening morning--however thick it may or may not have been--had settled, there were few if any problems of communication. The system of advisors worked ideally, as indicated elsewhere. Several advisors relayed to the Director participants' requests that the film series be moved back from 7:30 P. M. to 7:00 P. M., and the change was made. Announcements to participants could easily be made in both Course 205 and 202, when the entire group was in attendance. The campus mail could be and frequently was utilized, since each participant had his own private mail box. Information was also disseminated during meal times at the language tables. Perusal of the participants' evaluations of the program (Appendix I , p.92) will reveal that the vast majority of them thought internal communications ranged between good and excellent. One made the following comment about them; "Good. No problem. All professors and the Director were always around whenever I had a question." It is entirely accurate to say that this state of affairs was the result of both initial planning and conscientious execution by the staff.

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[14] Part of this confusion appears to have derived from the fact that, while participants had been informed that they would not meet their 8:10 classes, they were not informed that they would meet all other classes on Monday morning. Moreover, while they were sent to their advisors to meet with them and ask such specific questions as might occur to them, they already had an individualized program of courses to refer to, a schedule of recitations indicating where to meet their specified classes, and they were already in Furman Hall, the building where all the classes for the day met.

5. Program Operation

Insofar as can be measured at this time, the specified program objectives of this Institute, as stated above (p. 1), were met successfully. All of the successes of the 1968 NDEA Institute were repeated, and there were several notable improvements. The basic language sequence, which functioned in 1968, functioned better in 1969. While beginning participants learned enough Portuguese and learned it well enough last year, they learned more this year and learned it better. In both FL and ESOL, therefore, the training in Portuguese language of additional staff for specific, previously identified nuclei of interest has been accomplished. Real FL expansion is now possible in El Paso, Texas (two beginning participants), where a sympathetic and pioneering public school system is no longer dependent on the services of only a single Portuguese teacher, himself a beginner in the 1968 program. Initial FL implementation and rapid subsequent expansion may be expected in the Fremont Unified School District (Fremont, California), specifically at Washington High School, which sent two beginning participants, including the Head of the Foreign Language Department, as well as one advanced participant. The long established but occasionally threatened program at Lake Forest High School (Lake Forest, Illinois, one beginning participant) is likewise no longer dependent on the continued availability of a single instructor.

California acquired a core of four and New England of six ESOL staff members newly trained in Portuguese whose significant knowledge of the language imparted by the Institute will continue to grow rapidly as they work in the daily "language laboratory" situation afforded them by their Portuguese-speaking immigrant student population. These beginners and the advanced ESOL participants as well have also had a thorough--indeed rigorous--grounding in the theory of ESOL methodology, an area in which they were collectively weak as has been pointed out.

All participants, beginning and advanced, left the Institute with a greater knowledge and appreciation of Portuguese culture and civilization, thanks to a superbly organized course which was given masterfully. The benefit to them in terms of perspective may be an intangible in some respects, but it is significant, and is one of the bases for upgrading instruction in existing FL programs, as well as in new ones, and in providing ESOL personnel with an awareness of the background of their students. As one FL participant put it, "Regarding the course itself [202], it is a must for an Institute. How can anyone teach a language without being aware of the people who speak that language? It would be like teaching in a vacuum." Succinct, cogent, eminently accurate, this observation is equally relevant to the ESOL situation.

There can be little question that the substantive content of the Institute program was successfully related to the school or classroom situation and to student learning. For example, a number of participants took copies of either the complete series of Dr. Piper's taped culture and civilization lectures or his regular short summaries home with them in order to make use of them in their own schools. The following comment was made by a participant about Course 208, Advanced Portuguese Composition: "This course was invaluable to me. Not only has my ability in composition improved, but I am better prepared now to teach composition to my advanced pupils." About Course 205, Portuguese-English Contrastive Grammar, this comment was made by an FL participant: "Most impressive was the fact that the material was pertinent to the problems encountered by those in secondary foreign language teaching." An ESOL participant

commented this way about the same course: "This was a very valuable course in preparation for teaching and also in gaining more understanding about Portuguese. Valuable information not found in textbooks was especially helpful. We were encouraged to think through problems and trained to carefully observe the language for teaching purposes."

An ESOL and an FL participant made these comments respectively about Course 204, Introduction to the Sociology of Minority Groups: "Very good course, extremely interesting. We were able to bring in many of our personal experiences with the Portuguese, Portuguese immigrants, Cape Verdeans, and other minorities that we have come in contact with. No recommendation for improvement." "A thought-provoking course. Again, the participation of the members of the class in telling their experiences was very rewarding. At times it was a bit traumatic to realize how the situation is, sociologically speaking, as regards these groups. The course was really worthwhile, especially for those of us in areas with great Portuguese immigration."

The immediate applicability of Course 206, Linguistics and Second Language Learning, to the classroom situation comes to light in this carefully reasoned evaluation by a participant: "This course was very valuable to the participants. The content material in this course was beamed toward teachers of English to pupils whose native language is Portuguese. Specific illustrations to point up the anticipated difficulties for speakers of Portuguese trying to hear, speak and understand, and make themselves understood in English, served to make the course very practical. Many of the participants were having real problems and found the method of solving them very logical, workable and sound. Basic principles were illuminated and applied and proven."

Because there is a dialect problem in Portuguese, and because it is very difficult under anything other than Institute conditions to maintain even an approximation of dialectal consistency, a course on Portuguese Dialectology (215) was included in the Institute curriculum. Its relation to the classroom situation and student learning is perhaps summed up best by this participant evaluation: "An interesting lesson in tolerance of the many speech differences in the Portuguese-speaking world. This course helped to explain the speech variations we as teachers of Portuguese hear in the lesson tapes and records we use in our classes. This course gave us the answers we needed to satisfy the curiosity and perplexity of students in our classes when they ask why a certain pronunciation of a word is used on one tape and another pronunciation for the same word on another tape. Without adequate explanations, most students would consider this variance as mispronunciations on the part of an uneducated speaker of the language."

The FL methodology sequence was divided into two three-hour seminars which met once a week--Course 216 (S-1), Prof. Vázquez, and 216 (S-2), Dr. Reinhardt. Section one (S-1) was composed of participants who teach in areas with predominant or heavy concentrations of Portuguese-American students. Section two (S-2) was composed of participants from areas with general student populations. Here are some representative evaluations of S-1: "A marvelous sharing of experiences. A talented, understanding, knowledgeable teacher, open and frank, contributed much." "It was very interesting and valuable to exchange ideas with my colleagues. Prof. Vázquez led the group into many thought-provoking and controversial areas; yet there was a cohesion with respect to intent. I'm sure we learned much from each other." Here are some representative evaluations of S-2: "Dr. Reinhardt's 'unconventional' method of conducting the methods seminar provided us with an opportunity to explore many facets of foreign language teaching. The mutual exchange of ideas provided the beginning teacher with an opportunity to note and select material to use in the classroom. Personally, I would like

to attend more of this type of seminar. From the discussions, there are at least a dozen or more ideas which I can use to improve my teaching. The informal discussions were conducive, in my opinion, to a good learning situation." "Although I had taken perhaps four or more courses in methods of teaching a foreign language, I learned enough that was new and beneficial to feel I have profited greatly . . . An analysis of the method by which we were being taught Portuguese, and the ability to appraise what we were doing in an objective manner has shed much light on current methods, and I feel I shall be much stronger, more up-to-date and consequently my teaching next year will have more 'relevance.'"

With regard to the FL demonstration classes, Courses 213 (advanced section) and 214 (S-1 and S-2 [regular sections]), the Institute encountered some unexpected benefits accrued to the overall program; they did demand immediate attention. Basically, the situation was as follows: The youth page of the Nashville Tennessean (morning news daily) on Saturday, 14 June, ran the story about the Institute's demonstration classes which has been reproduced in its entirety in Appendix P (p. 228). Three of the Cameron High School students who appear in the photograph were enrolled in the demonstration class of the 1968 NDEA Institute at Vanderbilt. Contrary to all expectation, none of them--and only one of their fellow "graduates" from last year's demonstration class--turned up for the well announced, well publicized second year demonstration class this year.[15] One of the Institute staff members, Sister Maria Isabel Franco, volunteered to tutor her privately, on her own time, thus enabling the Institute to keep its promise to offer a second-year course, Obviously, however, there could be no such thing as a full-fledged second-year demonstration class as projected for the Institute curriculum.

At this juncture, two additional and equally surprising developments materialized. In the first place, the announcement in the Tennessean story that applicants for the first-year class would be accepted from the Metropolitan Nashville school system at large produced twenty avid, interested, enthusiastic youngsters from a wide spectrum of schools and socio-economic backgrounds. In the second place, forty-three additional youngsters from Cameron High School turned up, unexpectedly, for the same first-year course.

With sixty-three youngsters--twenty "volunteers at large"--and forty-three from Cameron High, the Institute faced two choices: limiting enrolment strictly and with what would have amounted to a heavy hand, given the enthusiasm and interest of the youngsters, or making adaptations to facilitate three first-year sections rather than the originally projected single section. The Director chose the second alternative, and the results were advantageous to the overall Institute demonstration class component.

It was not necessary to acquire additional staff: Prof. John Jensen, originally scheduled to teach the second-year class, took over one additional first-year section instead. The second additional first-year section--the third section overall--was used to provide an additional component of supervised and evaluated practice teaching for the Advanced Level foreign language participants who did not attend the 1968 Institute. There were additional advantages. The three sections were divided into one Brazilian section, Prof. Jensen's, and two Continental

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[15] See Appendix Q , (p. 232). This memo was sent to each prospective second-year student individually, by name, at his home address.

sections, Prof. Teixeira's and the one handled by the practice teachers, all but one of whom speak Continental Portuguese. Last year, with only one demonstration section, it was impossible to maintain continuity of dialect. The microteaching television evaluation of the third section was more extensive, since each participant handled the class for a week, and could receive more video tape coverage, more extensive evaluation in general, etc. The youngsters themselves became yet more enthusiastic, animated in part by their own numbers. Their interest, attention, and attendance were remarkable. The effect of their numbers on the participants was also beneficial: it would be difficult for the high school teacher not to be enthusiastic himself about the Portuguese field when he was surrounded by so many high school students also full of enthusiasm.

While there were bright, interested youngsters in all three sections, Course 213, the advanced section, was collectively superior to the two regular sections of Course 214. The denominations of "regular" and "advanced," incidentally, have to do with the fact that Course 213 was able to begin on schedule during the first week and proceed without interruption, while the two sections of Course 214 were unable to make a firm beginning until the second week of the program, the result of a schedule conflict with a chemistry class which they were also taking on the Vanderbilt campus, immediately prior to their Portuguese class. Without informing the Institute Director, their chemistry teacher had scheduled them to meet until 9:30 A. M., apparently unaware that their Portuguese class had already been scheduled to begin at 9:10. It took the best part of the first week to resolve the difficulties presented by an irregular starting and finishing time for the classes, integrating them into the Institute's already complex schedule. Classroom space was also at a premium, what with both the Institute session and the regular Vanderbilt Summer Session already under way.

Both Prof. Teixeira (Course 213) and Prof. Jensen (Course 214 [S-1]) are first-rate audio-lingual teachers, but, as has been indicated above, the quality of the students they had to work with was not uniform. Participants have several times pointed out that Prof. Jensen's students appeared less self-motivated than Prof. Teixeira's. This would appear to be true, in the collective sense, but there were a number of individual exceptions, and some twenty-seven youngsters, drawn more or less equally from all three sections, have signed a petition requesting a continuation of their Portuguese class in the evenings on the Vanderbilt campus during the regular academic year.[16] This is convincing evidence of the positive effect both demonstration teachers had on their students. It was frequently the Director's pleasure to encounter the youngsters from the three sections and to sound them out in Portuguese. Obviously, some of them learned more than others, but the overall quality and quantity of their progress were impressive.

Participant comment is mixed, to say the least, about the demonstration classes, and about the teachers who conducted them. For example, these two contradictory statements were made about Course 214 (S-1): " Rather weak demonstration class. Lack of practical experience on the part of the teacher--insecure, on edge." "Excellent demonstration. Professor Jensen gave his classes in an agreeable, intelligent manner. Lots of life in the classroom!" The Director's own observations

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[16] Staff and other resources permitting, an effort will be made to accommodate.

support the latter opinion, which may be further backed up by such participant evaluations as these: "I appreciated greatly Professor Jensen's classes. The 'life' with which he gave them and the techniques employed were, in my view, very useful." ". . . Professor Jensen was doing an ideal demonstration of how Portuguese ought to be taught according to the audio-lingual method. He was very helpful to us when we had our experience with microteaching in Portuguese. I think we were all pleasantly surprised that after so short a time of learning we could actually do an adequate job of teaching the newly acquired language on the high school level."

Comments like the following two were made about Course 213: "Outstanding demonstration teacher with a variety in his techniques for presenting the lesson and anticipating problem areas . . . . The staggering of our attendance was good in that we got to see different phases of the teaching process." "Professor Teixeira conducted his class very well. His rapport with the students was excellent. He used many additional materials which took the sterility out of the audio-lingual method. Some of these additional visual aids I plan to use in my classes."

From the evidence presented here, two things become apparent: 1) the demonstration class component did work; it did relate successfully and directly to the classroom situation and student learning; in its organization and implementation, it was a major improvement over the same component in the 1968 NDEA program; 2) it did not satisfy everyone (as indeed it probably could not do under any circumstances), and should be improved still further for future programs. Methods for improving it were discussed at length by the staff at the close of the session, and will be presented in detail later.

By definition, the entire basic language sequence related directly to student learning. Participants who did not know Portuguese on June 23rd did know it on August 8th, and will begin using it in the classroom in September, either pedagogically, as in the case of the FL participants, or as a basis of improved communication and understanding, as in the case of the ESOL participants. It is worth additional note that several FL participants requested copies of the syllabus for the Williams and Abreu texts prepared by Col. Wachholz and Prof. Rocha. Whether or not they will put it into use in the near future, or what use they will make of it, cannot be ascertained at the time of this writing, but their interest in it is another mark of its success, and of the success of the program for which it was prepared.

The Wachholz and Rocha syllabus is not, to be sure, new material in the strict sense. It is rather a new and original approach to existing materials, which in fact is one of its signal advantages. Everyone in the Portuguese field has long been aware of the materials shortage, although, to be sure, it has become far less critical in recent years. The "right" single textbook, however, particularly the right single textbook for Institute use, still does not exist, and the lack of a large enough market continues to preclude any widespread interest on the part of commercial publishing houses in producing one. No doubt this lack of interest is compounded by the fact that there now are several competing texts on an already limited market, with the result that the financial risk involved in producing yet another may well be greater than it was only a few years ago, despite the growth of total enrolment within the field.

In the 1968 NDEA Institute, the modern audio-lingual Abreu text was used exclusively in the basic language sequence, with resultant disadvantages which were discussed at length in that Institute's Final Report. The consequent decision to adopt the four skills approach instead for the 1969 basic language sequence imposed upon the staff the necessity of choosing between two alternatives: creating a brand new corpus of materials out of whole cloth, or making an effort successfully to adapt existing materials. There were neither funds nor time for the former, so the latter became the only feasible course of action, and it presented the advantage of being based on readily available texts, Williams and Abreu, with which Col. Wachholz who made the initial adaptation was already familiar.

The Abreu text is a good audio-lingual book. It has good drills, the accompanying Brazilian dialect tapes are satisfactory, and it is well laid out. The Williams text, while dated, is concise--an advantage for Institute purposes--yet relatively complete. Its grammar analyses are succinct, clear and precise, and its grammar-translation exercises are satisfactory. It lends itself readily to basic composition. In a number of instances, it could well be improved by modernization of certain exercises, especially reading passages no longer chronologically relevant to Brazilian life, but it is in no sense so archaic or old-fashioned as to be ineffective.[17] Moreover, Col. Wachholz, with the able assistance of Prof. Rocha during the Institute session, was able to avoid inconvenient disparity of lexical items in the correlation of the two texts. The brevity and concision of the Williams text here again were strong points.

There has been, to be sure, comment from Institute staff members about the difficulty of using two different and, indeed, disparate texts simultaneously. Some of the participants, at least early in the program, voiced a complaint about having to use two different books, one of which--Abreu--comes in two volumes. The Director listened to these opinions when they arose, and asked Col. Wachholz to reply to them on the basis of both the syllabus itself and the relevant sections of the two books. The syllabus proved on each occasion a clear, concise, easy-to-follow guideline. There had to be a certain amount of flipping back and forth of pages in the Abreu text, and even jumping from one volume to the other, in order to follow the format of presentation in the Williams text, but it was neither constant nor excessive, and in any case does not appear something the student cannot reasonably be asked to do provided he has been given adequate direction and his instructors are adequately familiar with the procedures for the daily lesson. The syllabus unquestionably furnished such direction, and Col. Wachholz' regular meetings with the basic language staff enabled them to maintain an outstanding degree of coordination and preparation. Furthermore, although the texts are disparate with regard to method, the syllabus is designed to preclude any disparity of lesson content other than an entirely insignificant number of lexical items. It was also intended from the beginning to employ both methods.

If possible, the Wachholz and Rocha syllabus, and the two texts called for, will be adopted for Vanderbilt's beginning Portuguese course in September, 1969.

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[17] The Director has, in the past, informally approached Appleton-Century-Crofts about the possibility of a revised, modernized edition of the Williams text, but the market problem, already mentioned, appears to have precluded interest on their part.

Additional adaptation will be necessary in order to spread out over two semesters what was created for the compact seven-week Institute session, but the actual number of contact hours in the classroom is not that different. Hopefully, it will be possible to test what appears to be an entirely workable arrangement under normal, academic year conditions. This way, such remaining "bugs" as do exist may be ironed out. Supplementary, more contemporary, exercises for the Williams text can be prepared, etc. In many respects, the Wachholz and Rocha syllabus appears to offer the basic Portuguese language field a flexibility and some alternatives which it did not enjoy previously, but which, importantly, do not involve the expensive and therefore unlikely production of new items.

It has already been pointed out that the system of academic advisors was one of the very successful aspects of this Institute program, but it should be added that the advisors functioned as well informally as they did formally. As one participant put it, "No recommendation [i.e., for improvement]. The idea is a very good one and I was extremely satisfied with my advisor and the informality of the whole idea where we could air our gripes and get answers to specific questions." Another has stated that "These meetings [with the advisors] were really worthwhile. Each one was free to talk and we certainly learned from one another. Professor Jensen was patient and a good listener. He was never in a hurry. He gave us whatever time we needed and he made us feel free to see him whenever we needed." Finally, and succinctly, a third participant had this to say: "O.K. The messages seemed to get through in both directions--students to staff and staff to students."

One room in Furman Hall was furnished and decorated as a lounge and set aside for Institute use. The participants themselves organized a social committee, elected a chairman, and installed a coffee machine in the lounge, which also functioned as a library for texts on demonstration, for the exhibition of illustrative brochures and other materials, as a reading room where preparation could be done without the necessity of returning across campus to the dormitory rooms between classes (or going across campus to the Joint University Libraries), and where staff and participants could and did mix informally. A bulletin board outside the door was employed occasionally for Institute notices (which were usually handled differently, as explained above), but was more regularly given over to displays of materials--photographs, newspaper clippings, etc.--of interest to the Portuguese-speaking world. Commonly referred to as the Institute's "living room," the lounge contributed greatly to the general atmosphere of congeniality which prevailed throughout the session.

Only one field trip was planned during the session. Dr. Bourg took his sociology class to Fisk, where he holds his regular appointment as Instructor of Sociology. Participant reaction was favorable. There was, however, little occasion for other field trips, and, indeed, little need for them. If, as projected, a third Institute is held in Portugal, the situation will be entirely different, and a number of such trips, formal and informal, will be included in the program.

The beginning and ending dates of this program were satisfactory. The seven-week format provided enough time to accomplish the specified objectives, yet was not so long as to make the intensive nature of the curriculum overburdening. The light morning, heavy afternoon schedule of the advanced participants did conflict with the availability of some recreational facilities, including the Vanderbilt

swimming pool, and should be rearranged if possible in a future program held on the Vanderbilt campus. Barring this, there was adequate time for unstructured activities relating to the academic program. Prof. Rocha, for example, met weekly with his composition students on an individual basis. The accessibility of advisors to their advisees has already been noted. The language laboratory was open and available for optional use in connection with the culture and civilization course (202) as well as the basic language sequence, and was in fact used by both advanced and beginning participants. The Director found it both informative and profitable periodically to join the informal discussions over coffee in the Institute "living room."

6. Evaluation

See Appendices F and G (pp. 61 &69) for the formal, written evaluations of Drs. Lloyd Kasten and Robert Saitz. Considerable reference has already been made to their findings (pp. 8-9) and need not be repeated here. They were both generally favorable, with certain specific exceptions which have likewise been cited. It should be added that, on the basis of his consultations with participants returning from last year, Dr. Kasten, who was also familiar with the 1968 program, found the organization of this one not only relatively superior but good per se.

See Appendix E (p. 43), Staff Evaluation of Courses, for a detailed, course by course discussion of testing practices. Insofar as the basic language sequence was concerned, the small size of the sections allowed the instructors constantly to be aware of the progress their students were making. An ideal amount of individual attention was possible, and was carried out. Various combinations of term papers and examinations were employed in the larger courses, and appear to have served their purpose in judging the progress of the participants. The system of advisors functioned well here again, supplementing formal testing techniques. Also useful was the fact that several members of the staff lived in the Institute dormitory with the participants. Even the Director, whose personal contact with them was the least frequent, is of the opinion that he was able to get to know by far the majority remarkably well, and to observe their problems and progress. Many of the other staff members, especially the advisors of course, knew them far better yet, and successfully made the effort to keep themselves and the Director informed. A recommendation was made in a staff meeting at the close of the session for a pre- and post-Institute test involving methodology for all participants. Since there is no such test based specifically on Portuguese materials, the conclusion was reached that one employing Spanish materials could and should be adapted. The Director has asked Prof. Teixeira, whose Portuguese is native and whose Spanish is equally authentic, to cooperate in making the adaptation. Evaluative tape recordings were, of course, made for the beginning language participants, and the scheduled monitoring of the language laboratory by the staff was also useful in this regard.

Relative merits of the program components have largely been discussed under Section 5 (Program Operation [pp. 12-19]). As indicated there, overwhelming evidence supports the conclusion that the entire substantive content related successfully and directly to the school or classroom situation and to student learning. To be sure, drawbacks and limitations did appear, and these have been indicated. It would nonetheless be difficult if not impossible to single out any one component, or even any one course, as having either more or less intrinsic merit than any other.

There is room for improvement in some areas which were already successful, as indicated in Appendix D , Staff Evaluation of Program (p. 36) and Appendix N Staff Meeting, 11 August (p. 223). Some of these will also be discussed in greater detail under Section III (Conclusions [p. 22]).

Specific in-session evaluative techniques included the outside evaluations by Drs. Kasten and Saitz, the constant analytical meetings, formal and informal, among the staff, including the Director and the Associate Director, and the inclusion of the element of participant commentary through the system of advisors. Mention should also be made of the frequent observation by members of the staff of each others' classes, and of the presence in the dormitory of several members. All of these techniques worked well, and all should be retained in future programs.

The post-Institute follow-up evaluation and dissemination component involves four additional trips by the Director to visit both FL and ESOL programs involving Institute participants. The areas to be visited are as follows: 1) Artesia, California, where a bilingual program has recently been funded by the Federal Government and one of whose teachers attended the Institute; the San Francisco Bay Area, from which the Woodside High School sent an ESOL participant and the Fremont Unified School District has sent three foreign language participants;[18] 2) Southeastern Massachusetts (specifically, Fall River and New Bedford with the possibility of a side trip into the neighboring portion of Rhode Island), which furnished participants in both subject areas; 3) Springfield, Ohio, where Portuguese was established in Catholic Central High School last year by a graduate of the 1968 Institute's elementary program; this participant returned to the 1969 Institute, and it is considered of importance to measure her progress and the progress of her students as she moves with them into the second year. It is worthy of note that the Director did visit one of this participant's classes during the academic year 1968-69 at his own expense, a factor which will render a visit in 1969-70 that much more valuable and informative; 4) El Paso, Texas, which, like Catholic Central Convent, sent a participant (from Bowie High School) to the elementary level of the 1968 program and returned him to the 1969 program. El Paso is also an important nucleus of interest for future expansion. It has the additional distinction of being located in an area heavily populated by Mexican-Americans whose background in Spanish makes them a learning group distinct from those to be visited in the other areas.

As a part of the evaluation process, the Director will meet with students in small groups--individually upon occasion if feasible--for the purpose of determining 1) their reasons for studying Portuguese (or continuing their study of it); 2) their reaction to the fact that the teacher attended an Institute (or Institutes) in Portuguese; 3) their reactions (especially in New England and

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[18] One roundtrip to California is projected, with connecting flight between Los Angeles (Artesia) and Oakland.

California among the Portuguese-Americans) to the kind of Portuguese being presented by the teacher-model.[19] Wherever possible, parental reaction and opinion will also be recorded.

At the same time, evaluation forms have been prepared for use in evaluating the teacher as a teacher (see Appendix S [p.237]), for evaluating his proficiency in oral and written Portuguese (see Appendix S [p. 239]). Interviews with the individual teachers, and with the proper administrative officers of each school are also planned. These same procedures will likewise be observed in the case of the ESOL participants, specifically in California and New England, as noted above. (See Appendix S [p.241]). Wherever possible, short audio tape recordings will be made of the teachers in both foreign language and ESOL, all of the trips being planned to allow them to have been practicing in the field for a time before they are visited.

In the case of ESOL participants who began their Portuguese in the Institute, their ability to communicate with their monolingual Portuguese-speaking students will be gauged, once again after they have been in the field for a time. A teaching evaluation form, prepared during the Institute, will also be used, as indicated above. As in the case of the foreign language follow-up, interviews with the individual teachers and with administrative officers are planned.

The four trips are projected for late October-early November, mid November and early December, It is necessary to spread them out as much as possible over this part of the first semester, 1969-70, so that they will conflict as little as possible with the Director's regular full-time teaching duties in the Department of Spanish and Portuguese at Vanderbilt. Once the Final Report has been published, complete with participant evaluation of the Institute program, the Director and Dr. Carroll Bourg, the Institute sociologist, will prepare a follow-up questionnaire to be distributed to participants who will be visited by the Director. This questionnaire, to be completed by the participants before they are visited and interviewed, will take into consideration the immediate post-Institute evaluations of the Final Report, and will seek to determine such specifics, relative to each Institute course, as the following: What specific teaching techniques are you using now that you did not use previous to your Institute experience? In what way has the information you learned in the Institute sociology course assisted you in understanding your students? How have you been able to make use of the information you learned in the culture and civilization course? Etc.[20]

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[19] Even the so-called "native speakers" among the Portuguese-American teachers frequently demonstrate a high degree of interference from English in their spoken Portuguese. Some were, at the beginning of the Institute, barely competent to write the language at all. Additionally, their speech is in some cases markedly regional or substandard. Much has been accomplished during the Institute to correct this situation, but it is worthy of note that the same regional or substandard speech is frequently what the Portuguese-American youngster in one of their classes hears at home. Consequently, it is worthwhile to gauge the reaction of the learner to the "cleaned up" or more nearly correct speech of his teacher who has had the Institute experience. See Appendix S , Student Evaluation Blank (p. 243).

[20] Such forms will also be distributed by mail to participants not visited.

III. CONCLUSIONS

In the discussion of the Institute's Program Operation (Section 5 above) a number of changes relating to knowledge and methods were indicated. The basic language sequence, of course, by definition created change through imparting new knowledge, and the manner in which the possessors of that new knowledge will put it to use has been specified. Participants' stated intentions to employ new techniques learned in the methodology seminars likewise point to change, and technical change coupled with new knowledge is inevitably change for the better.

Among the advanced participants there was also marked improvement in their knowledge of and about the Portuguese language. The contrastive grammar, linguistics, and advanced composition courses gave them insights and analytical abilities they did not previously have. One can only agree that these new insights and abilities will prove an immediate benefit to them--and therefore to their students--in the classroom situation.

Changes in attitudes, linguistic and societal, resulted from the dialectology and sociology courses, and have produced a body of professionals with broader perspectives and understanding. A participant's opinion that the dialectology course was "an interesting lesson in tolerance" has already been cited. Additional supporting evidence is this opinion from a participant whose spoken Portuguese was Continental: "During this Institute, training the ear to get accustomed to the different dialects was a course in itself. I had never had any contact with a Brazilian-speaking person. [Prof. Vázquez speaks Brazilian Portuguese.] I found it fun to listen to them and it is really wonderful how, at the end of the Institute, there really is no problem in understanding." It has been mentioned previously how there is indeed a dialect problem in Portuguese, and attitudes such as those reflected here are an encouraging indication of how it can be overcome as a barrier to mutual understanding. Tolerance and understanding through relevant sociological perspective characterized Dr. Bourg's performance in the sociology course, whose overwhelmingly favorable impression on the participants is an indication of its success.

The impact of all of these things on the participants' institutions cannot fail to be appreciable. One should remember that, even now, in both FL and ESOL, individuals are frequently pressed into service because they bear a Portuguese surname, whether or not they really know Portuguese, whether or not they are trained professionals, and regardless of the quality of their Portuguese, which is often limited as they themselves admit. Like its predecessor in 1968, this Institute materially bettered this situation, as, indeed, future programs may be expected to do.

Mention of future programs leads directly to consideration of the impact of this Institute on Vanderbilt University, the host institution. Vanderbilt's commitment to Portuguese, on all academic levels, is well known, but it should be pointed out that the success of the first two summer Institutes has led to the decision to commit valuable staff resources--especially the Director's time--to the submission of a proposal for a third program, to be held in Portugal in 1970, and to his running that program if it is funded. Vanderbilt's regular basic Portuguese language program during the academic year is also expected to benefit from the experience gained during the Institute,

especially if it is possible to adopt the Wachholz and Rocha syllabus, together with the two texts called for. The Director himself, in his advanced literature and literary criticism courses, expects to make use of visual aids, especially the overhead projector, having acquired a great deal more knowledge than he previously possessed in this area through both the Institute experience and the Special Media Institute for Directors held earlier in Monmouth, Oregon. The SMI program, it should be added, was of great value in furnishing theoretical background and practical knowledge in the relevant employment of media to foreign language learning.

Any discussion of major strengths of this Institute program must include reference to the basic language sequence. The staff of the 1968 Institute which was involved in organizing the 1969 sequence was convinced that the new approach would work, but no one could have foreseen just what astonishing results it would produce, including in those participants whose previous formal language preparation was relatively limited. Credit for much of its success, to be sure, must go directly to the extraordinarily competent instructors who put into practice the theory and organization of the Wachholz-Rocha syllabus, and to Col. Wachholz' consistently outstanding coordination of the various elements. A full discussion of how the various courses--201A, 201B, and 203--functioned appears in the evaluations of those courses by the teachers themselves (Appendix E [pp.43-60], Staff Evaluation of Courses).[21] Basically, the sequence began with an analytical approach to the grammar of Portuguese in 201A, employing the Williams text. In the next class hour, the same material was presented audio-lingually, employing congruent sections of the Abreu text. Following lunch at language tables and the "live language" experience of the culture and civilization course (202), basic composition exercises were done in Course 203, Elementary Portuguese Composition, keyed to the sessions of 201A and 201B. Course 201C consisted of monitored drills in the language laboratory over the day's lesson. The amount of time spent by participants in the lab varied according to their needs as assessed by their instructors.

The two most outstanding unique features of the program--Courses 202 and 205, Culture and Civilization and Contrastive Grammar--must be cited here. Two pivotal courses, in Portuguese, for everybody, not only drew all aspects of the program into closer harmony, but also afforded an extra element of cohesiveness to the basic language sequence. The culture and civilization course itself was an outstanding success for two reasons: 1) it functioned as designed to do with regard to both content information and language exposure; 2) it was taught by a master pedagogue who daily afforded participants a superb model of what a teacher ought to be.

In the opinion of the Director, there were only two significant weaknesses in the program, and they were not sufficient to impair its overall success, nor were they in fact failures. One of them, noted by Dr. Saitz, and referred to above, was the lack of an ESOL demonstration class. As also pointed out, however, this weakness may be expected not to appear again in a program held in Portugal. The other significant weakness lay in the FL

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[21] See also the text of the Wachholz-Rocha syllabus, Appendix M (pp. 200-214).

demonstration classes and the methodology seminars, not in the actual classroom demonstrations by Profs. Teixeira and Jensen.

Even the participants who have criticized adversely the way in which practice teaching was carried out in conjunction with the demonstration classes have universally evaluated the methodology seminars very highly. These were problem-oriented sessions, characterized by expertly guided give and take, and marked by the kind of flexibility which had been built into them in the Plan of Operation. They could and did suit the varying needs of participants with varying degrees of preparation in methodology and equally varying professional classroom situations. It should be added also that, even in the demonstration classes, the majority of participants reacted favorably to the demonstrations themselves, and, as they did in 1968, to the television microteaching experience.

What some participants--and all of the staff--agree upon is that an additional component of analysis of specifically audio-visual theory and techniques should be built integrally into the demonstration sequence itself. In other words, the methodology seminars as they existed should be retained, while, at the outset of the session, perhaps during the first two weeks, the demonstrations should be followed by an explanation of the whys and wherefores of what the participants have observed and will be expected to produce when they practice teach. The consensus of the staff is that such explanatory or analytical sessions need last no longer than half an hour, and need not run past the opening two weeks of the session. Such a component is being drafted into Vanderbilt's proposal for a 1970 Institute in Portugal.

There were certain technical weaknesses in the program, specifically in connection with the television microteaching, which nonetheless produced some excellent results, and the lecture and film series. The lectures and films have already been discussed at length, and there is no need to repeat here the reasons why they did not produce the desired results, especially since it has been determined to drop them as a separate component from future programs.

Participants have made mention of a degree of confusion of lack of organization in the language table arrangements during the last three weeks of the session, but in general reacted favorably to both the concept and the practice. No formal assignments were made after the fourth week, since groups tended to form on the basis of compatibility and mutual interest in any case by that time, and observations by the staff, a number of whom regularly ate both lunch and dinner with the participants, reveal that by and large very few individuals missed the opportunity to practice their Portuguese. The abandonment of the formal language table arrangement for the evening meal has already been discussed. With regard to the eating arrangements, it should be added that Rand Hall, the site of the kitchens and dining rooms, was undergoing extensive remodeling and renovation during the summer, and that there was a certain amount of resultant and unavoidable inconvenience for the entire Vanderbilt community. Participants and staff alike, however, took it in stride.

Participants were not asked to single out some aspects of the Institute experience more significant than others, but rather to evaluate the entire program. A number of their evaluations have already been cited in the text. All of those which were returned to the Director by the time the Final Report went to press appear in their entirety in Appendix I (pp. 92-163). They consti-

tute an accurate representative composite picture. Examination of them will reveal that many of the individual courses, even most of them, have been described as both relevant and significant. Specific changes which may be expected as a result of them, and of the entire program, have already been discussed.

In the final analysis this Institute was a success because it realized its objectives--it did what it set out to do. Beyond that, it reaffirmed conclusively a point made in the Final Report of its 1968 NDEA predecessor; " . . . by functioning well, it stands as convincing evidence that the Portuguese language in the United States not only needs a program of Institutes for the secondary level, but can [and obviously will] sustain one" (p. 26). A dedicated staff, dedicated participants, and a dedicated host institution have now shown twice that they may be counted upon to respond to the needs of the field, and to work hard together--very hard indeed--for its betterment.

APPENDIX A

ROSTER OF PARTICIPANTS

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	POST-INSTITUTE SCHOOL ADDRESS
Abreu, Bernardine M.	38551 Glenmoor Dr. Fremont, Calif. 94536	Mattos School c/o Fremont Unified Schl. District 37802 Fremont Blvd. Fremont, Calif. 94537	Fremont Adult School Fremont Unified School Dist. 37802 Fremont Blvd. Fremont, Calif. 94537
Alvelais, Luis R.	22705 7th St. Hayward, Calif. 94541	Washington High School 38442 Fremont Blvd. Fremont, Calif. 94537	SAME
Alves, Alfred F.	74 Hathaway St. New Bedford, Mass. 02746	Roosevelt Jr. High School 3571 William St. New Bedford, Mass.	SAME
Arenas, Ricardo	4515 Stevenson Blvd. Fremont, Calif. 94538	Washington High School 38442 Fremont Blvd. Fremont, Calif. 94537	SAME
Avelar, Sr. Aurora	238 Bonney St. New Bedford, Mass. 02744	Our Lady of Mt. Carmel 238 Bonney St. New Bedford, Mass. 02744	SAME
Braga, Elizabete H.	c/o Bristol High School Chestnut Street. Bristol, R.I. 02809	SAME	SAME
Canelas, Sr. Adelaide	Villa Fatima 90 County St. Taunton, Mass.	St. Francis Xavier School Orchard Street East Providence, R. I. 02914	Our Lady of Fatima High School Market Street Warren, R.I. 02885
Carvalho, Miss Mary	759 Madison St. Fall River, Mass. 02720	B.M.C. Durfee High School 289 Rock St. Fall River, Mass.02720	SAME

~~Roster Continued~~
Roster Continued

Castillo, William R.	6544 Fiesta Drive El Paso, Texas 79912	Zachary White c/o El Paso Public Schools, Box 1710 El Paso, Texas 79999	SAME
Conway, Miss Bonnie	17 N. Bereman Rd. Aurora, Ill. 60538	NONE	Project for Non-English Speaking Children Thompson St. School New Bedford, Mass. 02740
Córdoba, Sr. Sarita	1106 East High St. Springfield, Ohio 45505	Springfield Catholic Central High 1106 East High St. Springfield, Ohio 45505	SAME
Cosgrave, John J.	345 Cottage St. New Bedford, Mass. 02740	Director Pupil Transfer Program New Bedford Public Schools New Bedford, Mass.	SAME
Da Silva, Heraldo G.	725 45th St. Oakland, Calif. 94609	Sunset High School 22100 Princeton St. Hayward, Calif. 94541	SAME
De Champlain, Sr. Albina	47 Prospect Place Fall River, Mass. 02720	Academy of the Sacred Hearts 466 Prespect Place Fall River, Mass. 02720	St. Michael's Adult Education Center 417 Rock St. Fall River, Mass. 02720
Escobar, Sr. Irene	Jesus Saviour School 437 Broadway Newport, R.I. 02840	Academy of St. Dorothy 1305 Hylan Blvd. Staten Island, N.Y. 10305	Jesus Saviour School 437 Broadway Newport, R.I. 02840
Furtado, Miss Marilyn	273 Pearce St. Fall River, Mass. 02720	St. Michael's School 417 Rock St. Fall River, Mass. 02720	SAME
Goldsmith, Donald	425 Christopher Ave. El Paso, Texas, 79912	Bowie High School 900 South Cotton El Paso, Texas 79901	SAME
Goularte, Lionel B.	36849 Birch St. Newark, Calif. 94560	Woodside High School Woodside Rd. & Churchill Ave. Woodside, Calif. 94062	SAME

Roster continued:

Huser, Victor J.	37675 Fremont Blvd. Apt. 50 Fremont, Calif. 94536	Washington High School 38442 Fremont Blvd. Fremont, Calif. 94537	SAME
Jordan, Mrs. Fleda	3901 Atlas Drive El Paso, Texas 79904	Coronado High School c/o El Paso Independent Schl. Dist. El Paso, Texas 79912	SAME
Lago, Miss Carmen	555 East Spruce Lake Forest, Ill. 60045	Lake Forest High School 1285 N. McKinley Lake Forest, Ill. 60045	SAME
Ledbetter, Ann M.	7806 Topia St. Long Beach, Calif. 90808	Haskell Jr. High 11503 Dena St. Artesia, Calif. 90701	Portuguese Bilingual Demons. Project ABC Unified School District 17923 S. Pioneer Blvd. Artesia, Calif. 90701
Martin-Pereira, Sarah	6600 Luzon Ave., N.W. Washington, D. C. 20012	Dist. of Columbia Tchrs. College 11th and Harvard Sts., N. W. Washington, D. C. 20009	Federal City College Washington, D. C.
Massoud, Donald P.	278 County St. Fall River, Mass. 02723	St. Michael's School 417 Rock St. Fall River, Mass. 02720	SAME
Medeiros, Leonard	55 Sable Ave. North Dartmouth, Mass. 02747	Normandin Jr. High School c/o New Bedford Public School System New Bedford, Mass. 02742	SAME
Melo, Maria Otilia	11 Viall St. New Bedford, Mass. 02744	St. Francis Xavier School Orchard Street East Providence, R.I. 02914	UNKNOWN
Mendes, Lewis P.	P.O. Box 223 Lemoore, Calif. 93230	Kings River-Hardwick Elementary Schl. 10300 Excelsior Ave. Hanford, Calif. 93230	SAME
Oliveira, Sr. Maria	621 Second St. Fall River, Mass. 02721	Espirito Santo School 249 Alden St. Fall River, Mass. 02723	SAME
Pontes, George	362 Palmer St. Fall River, Mass. 02724	Somerset High School County Street Somerset, Mass. 02726	SAME

Roster continued:

Rego, Edmond	22 West Cove Rd. South Dartmouth, Mass. 02748	None	Dartmouth High School 366 Slocum Rd. North Dartmouth, Mass. 02747
Rodrigues, Carolyn	31 Maple St. Taunton, Mass. 02780	School St. School 58 School Street Taunton, Mass. 02780	SAME
Silveira, Sr. Maria	95 Grove Ave. East Providence, R.I. 02914	Jesus Saviour School 437 Broadway Newport, R. I. 02840	SAME
Silvia, Sr. Irene	122 School St. Taunton, Mass. 02780	St. Anthony School 124 School St. Taunton, Mass. 02780	SAME
Tabery, Julia J.	15311 E. Fondren Circle Houston, Texas 77071	Bellaire High School 5100 Maple Bellaire, Texas 77401	NONE[1]
Thomas, Sr. Mary Adele	755 Second St. Fall River, Mass. 02721	Mt. St. Mary Academy 755 Second St. Fall River, Mass. 02721	SAME
Vermette, Mary T.	127 Slocum Rd. North Dartmouth, Mass. 02747	Dartmouth High School 366 Slocum Rd. North Dartmouth, Mass. 02747	SAME
Wallace, Kenneth G.	10795 S. W. Barnes, Apt. B Portland, Oregon 97225	Hillsboro Union High School Hillsboro, Oregon 97123	SAME
Wellsfry, Eugene M.	140 Crescent Bay Drive Laguna Beach, Calif. 92615	Newport Harbor High School 600 Irvine Ave. Newport Beach, Calif. 92660	SAME

[1] Near the end of the Institute program, Mrs. Tabery received unexpectedly an offer of a college job which she accepted.

S T A F F R O S T E R

Administrative

Director. Norwood Andrews, Jr., B. A., 1957 (Oberlin College); M. A., 1959 (University of Oregon); Ph.D., 1964 (University of Wisconsin). Associate Professor of Spanish and Portuguese, Vanderbilt University; Director, first Title XI NDEA Institute in Portuguese, June - August, 1968; Chairman, National Advisory Committee for High School Portuguese; Executive Secretary, Phi Lambda Beta (Portuguese Naticnal Honor Fraternity); Associate Director, Emphasis High School Portuguese Program; author of various articles in prominent Brazilian and American journals; holder (1959-63) of NDEA Foreign Language Fellowship (Title VI) in Portuguese at University of Wisconsin; first Ph.D. specifically in Portuguese produced under NDEA.

Associate Director. Colonel Paul Wachholz, A. B., 1938 (Valparaiso); M. A., 1947 (American University). Professor Wachholz is a foreign language teacher (Portuguese and German) and former Chairman of the Foreign Language Department at W. T. Woodson High School in Fairfax, Virginia. He founded the Portuguese department of the Army Language School (1947), where he gained initial experience in language laboratories. He was born and grew up in Brazil and spent a number of years there during and after World War II. His spoken Portuguese is native. From 1961-62 he was the Coordinator of the Latin American Studies Program at the Manlius School.From 1964 to 1967 he held the chair in foreign language at Woodson High School, but gave it up to devote himself to the development of the Portuguese program there. Colonel Wachholz has had extensive administrative experience and was also the director of the language laboratory during the 1968 NDEA Institute.

Instructional Staff

Dr. Anson C. Piper. B. A., 1940 (Williams College); M. A., 1947 (University of Wisconsin); Ph.D., 1953 (University of Wisconsin). Professor of Romance Languages and Chairman of Department, Williams College. Dr. Piper has traveled extensively in both Brazil and Portugal. He has held a Fulbright Lectureship, Gulbenkian Foundation Research Grant, and numerous other distinctions. He is the co-author of Portuguese: A Fundamental Vocabulary for Students (Louvain, 1968) and has published numerous articles in prominent American and foreign journals. He speaks an absolutely authentic variety of Continental Portuguese and cannot be distinguished from a native speaker.

Professor Washington Vázquez. Certificate in Linguistics and Education, 1946 (University of London), Certificate in Philology, 1951 (University of Brazil), Profesorado, 1951 (University of Uruguay). Professor of Spanish and Portuguese, Miami University (Ohio). Professor Vázquez is trilingual in English, Portuguese and Spanish, as well as a distinguished scholar and teacher in the fields of linguistics, philology, and teaching methodology.

Staff Roster (Cont'd.)

Instructional Staff

Professor Karl Reinhardt. B. A., 1953 (Guilford College); M. A., 1956 (University of New Mexico); Ph.D., 1969 (University of Texas [Austin]). Participant at the Primeiro Instituto de Linguística in Porto Alegre (Brazil), Jan. - Mar., 1968. Instructor of Spanish and Portuguese, University of Houston. Professor Reinhardt is an extremely promising young teacher and scholar in the fields of linguistics and methodology. He also speaks Portuguese (as well as Spanish and several other languages) with an authentic native fluency and correctness.

Professor John Barry Jensen. B. A., 1965 (Brigham-Young University); A. M., 1968 (Harvard University); Ph. D., (expected) 1970 (Harvard University). Professor Jensen served in Brazil in the Peace Corps (1965-67) where he taught English as a foreign language. He has also served as a Portuguese language consultant (1968) for the New Bedford Curriculum Workshop (Mass.), giving him important recent experience in the area of English as a second language in a representative Portuguese-American community.

Prof. Sara Marane. B. A., 1964 (Carlton College); M. A., 1965 (Columbia Teachers College). Instructor of French and Portuguese, University of Tennessee. Professor Marane did extensive work in education for the M. A. and is accredited at the secondary level in New York. She lived from 1954-60 in Brazil and returned in the summer of 1968 when she taught English in the Bi-National center at Manaus.

Professor James Teixeira. B. A., 1959 (Brown Univ. [Summa Cum Laude]), A. M., 1960 (Harvard Univ.). Portuguese and Spanish Teacher, Middletown High School, Middletown, R. I. Professor Teixeira has done additional study in two NDEA Institutes in Spanish (Colgate Univ., 1963 and Univ. of New Mexico, 1964 [held in Ecuador]). He also spent a year at the University of Madrid, (1957-58), and has traveled extensively in Portugal. His numerous academic honors include a Woodrow Wilson Fellowship. He is completely trilingual in Portuguese, English and Spanish.

Professor Maria Isabel Franco. B. Ed., 1963 (Catholic Teachers College [Providence, R. I.]). Portuguese Teacher, Our Lady of Fatima High School. Warren, R. I. Sister Franco (S. S. D.) is an experienced classroom teacher and completely bilingual in Portuguese and English. She is a native Portuguese, and has traveled extensively both on the Continent and in the Azores.

Professor Gregory Rocha. Ph. B. (sic.), 1944 (Providence College), M. A., 1948 (Columbia University), course work for doctorate completed at Columbia University. Assistant Professor of Modern Languages, Southeastern Massachusetts Technological Institute. Professor Rocha is a native speaker of Portuguese, and has native fluency in Spanish as well, having lived in Latin America for some seventeen years. He initiated the Portuguese Program at SMTI (where all advanced courses are taught in the language) four years ago, and has also taught English as a second language at the University of Puerto Rico.

Staff Roster

Instructional Staff (Cont'd.)

Dr. Carroll Julian Bourg. A. B., 1953 (Spring Hill College, S. T. B.), 1959 (Woodstock College), S. T. L., 1961 (Woodstock College), M. A., 1963 (Brandeis Univ.) Ph.D., 1967 (Brandeis Univ.). Instructor of Sociology, Fisk University. Dr. Bourg is familiar with the general New England area into which the Portuguese immigrants are currently flooding, has done both his M. A. and Ph.D. in sociology at Brandeis University. He also taught for three years at the secondary level (1954-57, St. Joseph's Preparatory School, Philadelphia).

Professor Maria Estela Corrêa. B. A., 1967 (University of São Paulo [Brazil]). Miss Corrêa has taught both elementary and intermediate Portuguese in the Department of Spanish and Portuguese at Vanderbilt. She speaks English fluently and has taught English as a foreign language in Brazil.

One microteaching evaluator, Dr. Lyman Burbank, B. S., 1938 (Harvard), M. A., 1946 (Chicago), Ph.D., 1950 (N. Y. U.); M. A., 1957 (New School for Social Research, N. Y.); Director of Teacher Education, Vanderbilt.

Two Part-Time Laboratory Assistants. Maj. Richard Cullum, B. S., 1961 (U. S. Military Academy), M. A., 1969 (Vanderbilt); Prof. Maria Lúcia de Castro Schlithler, Diploma, 1951 (Escola Normal [São Paulo, Brazil]).

S T A F F R O S T E R

NAME	HOME ADDRESS	PROFESSIONAL ADDRESS
Norwood Andrews, Jr.	Old Hickory Blvd. Brentwood, Tenn. 37027	Box 1581, Sta. B Vanderbilt University Nashville, Tennessee
Colonel Paul Wachholz	6314 Bren Mar Drive Alexandria, Va. 22312	W. T. Woodson High School 9525 Main Street Fairfax, Va. 22030
Carroll Bourg	105 33rd Avenue South Nashville, Tennessee 37212	Dept. of Sociology Fisk University 17th Avenue North Nashville, Tennessee 37203
Lyman Burbank	1201 Graybar Lane Nashville, Tennessee 37215	Dir. Master of Arts in Teaching 332 Kirkland Hall Vanderbilt University Nashville, Tennessee 37203
Maria Estela Corrêa	Mary Henderson Hall Box 792, Sta. B Vanderbilt University Nashville, Tennessee	Dept. of Spanish & Portuguese Vanderbilt University Nashville, Tennessee 37203
Sr. Maria Isabel Franco		Our Lady of Fatima High School Market Street Warren, Rhode Island 02885
Mr. John Jensen	14 Centre Street Cambridge, Mass. 02139	Dept. of Romance Languages Harvard University Cambridge, Mass. 02138
Miss Sara Marane	Box 128, Sta. B. Vanderbilt University Nashville, Tennessee 37203	Dept. of Spanish & Portuguese Vanderbilt University Nashville, Tennessee 37203
Anson Piper	Baxter Road Williamstown, Mass.01267	Williams College Dept. of Romance Languages Williamstown, Mass. 01267

Staff Roster, Cont'd.

NAME	HOME ADDRESS	PROFESSIONAL ADDRESS
Prof. Karl Reinhardt	4131 Tuam Houston, Texas	Dept. of Foreign Languages University of Houston Houston, Texas 77004
Prof. Gregory Rocha, Jr.		Southeastern Mass. Tech. Institute Department of Portuguese North Dartmouth, Mass. 02747
Mr. James Teixeira	328 Maple Street Fall River, Mass. 02720	Middletown High School Middletown, Rhode Island 02840
Washington Vázquezquez	5982 Vereker Drive Oxford, Ohio 45056	Dept. of Spanish & Portuguese Miami University Oxford, Ohio 45056

ASSISTANTS:

Major Richard Cullum	United States Military Academy West Point, New York 10096	SAME
Miss Maria Lúcia de Castro Schlithler		Associação Escola Graduada de São Paulo Avenida Presidente Giovanni Gronchi Caixa Postal, 7.432 São Paulo, S.P. Brazil

STAFF EVALUATION OF PROGRAM[1]

Paul F. Wachholz, Associate Director

Basic Language Program[1]

The whole-hearted cooperation and understanding of the Basic Language sequence by our staff was the secret of its success. Weekly meetings were held at which the result of the current week's agenda were "post-mortemed" and the up-coming week's agenda was discussed. This led to a good understanding and an acceptance as well as a close coordination of the efforts of all involved in the program.

Prof. Maria Estela Corrêa

I believe the Institute was a great success. It would be hard to find an intensive program in a foreign language that could accomplish so much as this one did. It was the result of the outstanding organization by Dr. Norwood Andrews and Colonel Paul Wachholz along with the cooperation of an excellent staff and highly motivated participants.

Naturally, during the course of the Institute, some difficulties did appear. Nevertheless, most of these were solved rather satisfactorily. The combination between the two texts, The First Brazilian Grammar by Williams and Português Contemporâneo by Abreu brought up some problems on the elementary level. The latter is a good modern book despite its lack of complete grammatical explanations. The former, which should supply this part, does it rather poorly, being an old-fashioned grammar. Future institutes should require a better combination of books for the elementary level.

Since much of the success of the Institute rests on the personal feelings of well-being of the participants and staff that lives with them, it might be a good idea to have accommodation according to age, background and personal preferences whenever possible. At the same time, the choice of language tables should be flexible according to the participants preferences though only after the third week. Special care ought to be taken in choosing evening lectures and movies. Lecturers should be required to use a microphone.

On the whole, the 1969 Summer Portuguese program definitely achieved its goals. Almost all beginning participants left the Institute with a very good basic knowledge of written and spoken Portuguese. Furthermore, I could hardly think of a better and more profitable seven-week program for the advanced participants. I also want to mention the usefulness of the language laboratory and the great benefit derived from it by my students.

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[1] See also Wachholz and Rocha, Syllabus [for] Basic Portuguese Language Program, Appendix M , p. 199.

Prof. Maria Estela Corrêa's program evaluation cont'd.

This was my first institute, and I can say, I have never learned so much about teaching. My colleagues were outstanding and dedicated teachers. It was my privilege to participate in this Institute and to have had the opportunity of working with people who have much interest in Portuguese as I, being a native, do.

Prof. Isabel Franco

This second Institute in Portuguese seems to have been a very profitable experience for all the participants, not only for the knowledge imparted and acquired but also in the renewal of ideas and of enthusiasm gained in the close association with so many interesting and interested professional people in the same field.

The intensive training in basic Continental and Brazilian Portuguese gave the elementary level participants, from all areas of the country, a good aural-lingual background reinforced by a sound, if summary, grammatical structure. Dr. Anson Piper's masterful lectures on Portuguese culture and civilization provided the necessary stimulus and a wonderful practice. Conducted in a well graded Portuguese, these lectures obliged the participants to pay close attention and offered an excellent opportunity to hear the spoken language in a normal situation. The same can be said of the other courses which were conducted in Portuguese with a high level of proficiency. The language laboratory team is almost beyond praise.

On the whole, the Institute has attained its goals with an uncommon degree of success. This success is due to the thorough preparation of the Institute by its Director and the high competence of the staff he knew how to choose.

The few suggestions that follow came to me via experience and by listening to the comments of the participants:

1. I make mine Prof. Earl Thomas' suggestion (at the close of the 1968 Institute) that "as far as possible, the elementary participants" --even the others in a certain measure-- "should be exposed to the form of Portuguese (European or Brazilian) which they are learning, and as little as possible to the other." The differences are extremely confusing to the beginner.[2]

2. For this reason I strongly recommend the preparation of aural-oral texts of Peninsular Standard Portuguese, as many of the

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[2]It is the opinion of the Director that this recommended segregation by dialect on the whole was realized successfully.

Prof. Isabel Franco's program evaluation cont'd.

participants are interested in teaching or working with the Portuguese immigrants. It is possible that Dr. Maria Isabel Abreu be willing to make a revision of Português Contemporâneo suited to this need. I think it would sell well. There is also the smaller and simpler Português by Haydee S. Magro and Paulo de Paula, unless someone would venture to compose a completely new text, and that would be ideal.

3. Also a good grammar-composition course seems to be in demand among the more advanced group, as the participants speak the language almost only by rote.

Prof. John Jensen

Most of my comments on the Institute program are included in my course evaluations, that is, the ESOL Methods Seminar and the demonstration classes.

I would like to observe, however, that the Institute was very impressive overall. There were few problems that could not be solved easily by the very competent staff, and morale was consistently good among both staff and participants. I believe that a unique combination of programs, ESOL and FL, was carried off very well.

Other observations that I would make have already been amply discussed: the dismal film and lecture series was not worth the time nor the expense required for it; there were unnecessary moments of confusion among both participants and staff at first due to inadequate orientation and last-minute planning (i.e., the division of the demonstration classes into two sections), but most was unavoidable under the circumstances; an original lack of materials for use by ESOL people was solved by contacting publishers early in the program for examination texts; some technical problems remained with the micro-teaching throughout--inadequate audio pick-up in the classroom; time too short to provide the sort of criticisms desirable; TV classroom consistently too hot, etc., but all these are minor criticisms.

My only comment of a major nature is the lack of a demonstration and microteaching component in the ESOL program, but that has been well covered in my course evaluation.

I had limited contact with basic language sequence, with the contrastive grammar courses, and with sociology, so I cannot make any comments on them, except that they seemed to do their jobs effectively. I had greater contact with the civilization course and with dialectology, and from what I saw, both were excellent classes, conducted by master professors, and liked very much by participants.

Program evaluation cont'd.

Prof. Sara Marane

From the progress that I observed in my own students and from the performance that I observed in classes other than my own, I have concluded that the Portuguese Institute was a successful learning experience for all involved. I think that the two classes that every participant attended, Portuguese-English Contrastive Grammar (205) and Portuguese Culture and Civilization (202), were particulary good and contributed greatly to the success of the Institute.

I have only one recommendation to make that was not made in the Plenary Meeting on August 11, and it is one that several beginning participants suggested to me. They said they would have liked a course in pronunciation drill based on the principles of pronunciation presented in the Comparative Grammar course. They felt that such a course would have been more effective than the basic language sequence as it was structured.

Dr. Anson C. Piper

In general, I would give a very high grade to this Institute in virtually every aspect of its operation--administration, curriculum, staffing, and participant's performance and morale.

I have had experience in only one other summer institute--an NDEA Institute at Wisconsin, in 1961, where I was a staff member. On the basis of this limited comparison, I would say that this summer's Institute at Vanderbilt was emminently successful.

Strong points, this summer, have been:

1. An able and congenial staff.
2. A fine group of participants.
3. A pleasant set of surroundings in which to work and live.
4. A curriculum that was intellectually respectable and demanding, yet one that did not wear people out by requiring the impossible.

Specific suggestions for improving future institutes would be:

1. Tighter control of dining-room arrangements. Food was excellent, but availability of the "private" dining-room on many evenings was a toss-up, with the result that during the lasttwo weeks Institute people gave up any idea of eating there and ate in the main hall, instead. This inevitably took its toll in preserving the Portuguese speaking atmosphere.
2. First day should be devoted to general orientation, paylines, textbook purchases, etc. This summer's first day of "classes" (Monday) was rather chaotic, at least until noon, because all the participants were either standing in line at Kirkland waiting for their checks, or running around looking for advisors and/or books. Why not start classes on Tuesday, and get most of the "housekeeping" details out of the way on Monday?
3. Faculty advisers (particularly those dealing with candidates for graduate credit) should be given more detailed advance notice of their duties in order to "learn the ropes" themselves, before they meet with their advisees.

Dr. Anson C. Piper program evaluation cont'd.

4. Movies - Unless we can have decent sound, movies are a waste of time. This is especially true when we're dealing with teachers who have been led to believe that audio-visual aids are an essential part of teaching.
5. A firm statement (in the Institute's schedule) that there is to be a formal graduation ceremony on the day following the last day of classes. This would help in two ways:

    a. Participants would have a clearer idea of when they might depart, and
    b. Those instructors intending to give final exams could schedule them early enough in the final week to be able to read them, grade them, and compile participant's grades without having to do all this in less than 24 hrs. Such a clear statement would also be helpful in planning course syllabi. That is, I would not have scheduled lectures after Tuesday of the final week (thereby allowing Wednesday to be a "review session," and Thursday to be exam day).
6. Greater newspaper publicity for the Institute, while it is in session. I gather that there had been some press coverage prior to its opening, but I feel that more could have been done "public-relations-wise" during the session, particularly in regard to press releases for home town papers. Several of the New England participants felt a lack in this regard.

Prof. Gregory F. Rocha, Jr.

The harmony and apparent ease with which everything took place attests to the minute planning that was put into the program. From an overall picture the structure of the Institute should undergo very little change. It has been a success. For the courses which were directly my concern or allied to them, I would like to make the following comments:

Courses 201 A - 201 B - 201 C and 203

This year, the participants who came with a good foreign language background were grouped together. I recommend this practice be continued. However, the grammar instructions should be taught on a comparative basis by someone who knows both and can point out the similarities and differences of these languages. Naturally, always keeping in mind that the participants are learning Portuguese. This would save time and energy and create a challenge. More emphasis then could be placed on speech and writing.

I would also like to recommend that the highly experienced instructor teach the sections 201 A and 203. If at all possible, the same person teach both. The 201 B sections can have people who are native speakers who master all the material but do not have the experience necessary to teach sections 201 A and 203.

Prof. Gregory F. Rocha, Jr. program evaluation cont'd.

Course 208 - Advanced Composition

I would like to see a closer integration of materials used. This year, I let the participants write on some of the works studied in Dr. Piper's Culture and Civilization class. This saved the student precious time and effort and accomplished two objectives. I commend the director of the Institute for trying to synchronize not only classwork but also materials. I would like to see this coordination include the Advance Composition course. If the list of materials for the readings of the Culture and Civilization course is sent to the professor who will teach the Advance Composition with enough anticipation, I am certain that many of the patterns used for the course could be taken out of the materials assigned for reading.

The evening program materials should have been of a better quality, especially the movies. A good sound system must be used if the speakers continue to have such poor projection of their voices like many of those who spoke here this year. If no better movies can be obtained, I recommend this item be dropped from the program.

I hope these small suggestions can be of some help to further strengthen a very well thought out program.

Prof. James Teixeira

The Institute was well organized but suffered occasionally from the unpredictability of human nature which created some unforseeable problems: the lack of a second year demonstration class, the large number of demonstration students, the unavailability of trained technical assistants in the television studio. The resourcefulness of the Director is to be commended for the methodical manner in which solutions were found for these problems, sometimes providing additional positive experiences for both staff and participants: participants' teaching of the third demonstration section, the use of staff in the television studio.

One of the "best laid plans" that did not obtain the expected results was the language table arrangement. Students who knew no Portuguese on arrival either were silent at table for the first few weeks or spoke English and felt guilty or ate quickly and left the pressure of the table situation. As expectations relaxed, students and staff often did not eat at the prescribed time or place and used whatever language they felt most comfortable with at the moment.

The most serious criticism of the Institute's organization is the lack of a methods course designed to provide the background and orientation for participants to profit from the demonstration class. Unjustified assumptions were made about the participants' previous exposure to methods courses. In spite of attempts by both demonstration teachers to explain the methodology prior to the participants' microteaching, it proved inadequate, in my judgment, and the participants' observation of the demonstration class was not as meaningful an experience as it might have been.

Prof. James Teixeira's program evaluation cont'd.

I am amazed at the command of Portuguese achieved by participants, who upon their arrival, spoke not one word of Portuguese. The intensive language course appeared to have done its job well. Much enthusiasm has been generated among participants for teaching the language.

The evening lecture series was a serious disappointment, especially in comparison with that of the previous Institute. With few exceptions the lectures were uninspiring and at times even of questionable linguistic value.

These comments are an attempt to suggest improvement to what was already a fine Institute. The significant improvements made in this Institute as compared to last year's Institute can in large part be attributed to suggestions made by staff and participants. It is in this spirit that the above comments are offered.

Prof. Washington Vázquez-Ramps

This Institute in Portuguese is a tremendous step forward in the field of language studies and pedagogy in the United States as far as Portuguese is concerned. The organization and the dynamics of the Institute made of this 1969 Institute a University organization both worthy of its name and in pace with the times. In fact, as far as this instructor can see, the flexibility, the depth, the seriousness of purpose, the intensity of the program and the effectiveness seen as end results (- through examinations, papers and person-to-person experience) not only the field of Portuguese but as well the whole area of linguistic studies and teaching have gained.

Being language a most complex and significant human entity, having both a pragmatic and a purely mental disciplinarian value, an Institute dealing with it in the fashion Vanderbilt's Institute in Portuguese did this summer of 1969, words of commendation should be advanced and divulged. In this Institute, language and the teaching of it were dealt with a broad and deep perspective. Simplistic or naive approaches were avoided and frank attitudes were put forward as a constructive trait. The exchange of class visits by instructors and the constant contact we had with participants, directors and evaluators made of each instructor a recipient of new and enriched experiences both pedagogic and human.

VANDERBILT UNIVERSITY

INSTITUTE IN PORTUGUESE (EPDA)

TEACHING SCHEDULE

ELEMENTARY PORTUGUESE COMPOSITION AND CONVERSATION

2:10 P.M. Monday - Friday

WEEK	203 (S1) F 017 TEACHER	203 (S2) F 106 TEACHER	203 (S3)[1] F 025 TEACHER
6/23-6/27	Corrêa	Rocha	Pontes
6/30-7/4	Wellsfry	Marane	Rocha
7/7-7/11	Rocha	Silveira	Marane
7/14-7/18	Marane	Rocha	Corrêa & Interns (Vermette)
7/21-7/25	Marane	Rocha	Corrêa & Interns (Goldsmith)
7/28-8/1	Marane	Rocha	Corrêa & Interns (Avelar)
8/4-8/8	Marane	Rocha	Corrêa & Interns (Córdoba)

[1] Given the singular basis on which 203 (S3) was run, no separate staff evaluation is projected.

S T A F F E V A L U A T I O N O F C O U R S E S

201A (S-1) Prof. Sara Marane

This course met Monday through Friday at 10:00 a.m. The goal of the course was to teach basic Brazilian Portuguese grammar. The text used, Williams' First Brazilian Grammar, and the fact that the course was taught completely orally determined the method used--a combination of grammar-translation (201 A) and audio-lingual method (201 B). Each participant's final grade in the course was based on his performance on a mid-term and a final.

I would like to give my critique of the Williams textbook.

1. The guide to Brazilian Portuguese pronunciation given at the front of the book proved an excellent teaching device. The diacritical marks used in the vocabulary lists were very helpful to the students.
2. Many of the grammar explanations need to be supplemented, especially those on the position of object pronouns and the uses of the subjunctive. Furthermore, only occasional mention is made of the differences between written and spoken forms of Brazilian Portuguese.
3. The presentation of the verbs in each lesson is concise and effective, although there is some discrepancy between the presentation of open and close vowels in verbs as shown in each lesson and as shown in the back of the book.
4. The vocabulary lists contain many items that are of very low frequency in Brazil.
5. The exercises at the end of each lesson have their good and bad points. The reading texts are poor, especially the texts on tobacco raising and on the Azores. The Portuguese to English exercises are good in that they lend themselves to many types of drills but they contain examples not explained in the grammar section of the lesson and also examples of written forms no longer used in Brazil, much less in speaking. I did like the English to Portuguese translation drills and found the short dialogues good. I found the pacing of 201A, as determined by the weekly syllabus, to be excellent.

201B (S-1) Prof. Maria Estela Segatto Corrêa

The course 201B met every day at 11:00 a.m. after 201A. The subject matter was presented in 201A and followed by oral practice in 201B. Our classes were based on the text, Português Contemporâneo by Abreu. Dialogues and substitution drills were read, special attention given to individual problems. Having just eight participants, we were able to spend a great amount of time with all of them. In the afternoon special emphasis was placed on the day's lesson through the use of the language laboratory.

The language spoken in class was Portuguese; English or Spanish were seldom used.

201B (S-1) Prof. Maria Estela Segatto Corrêa (Cont'd.)

The main problem of all participants on the Brazilian section was to eliminate the influence of Spanish on Portuguese. As teachers of Spanish, they had at the beginning, a little difficulty in producing certain sounds in Portuguese which are different from Spanish although written the same. However, after a week the participants had progressed immensely and were then conscious of their mistakes.

I believe this course is of great help if handled according to the following basic points:

A. Speak Portuguese in class all the time.
B. Drill orally only coloquial forms.
C. Give the students a few minutes of free conversation in Portuguese.
D. Introduce songs and poetry.
E. Demand extra hours in the laboratory in case of difficulties presented during the class.

I tried to follow these directions and was very happy with the results. The success of the course, though, resulted from the good coordination of the four elementary courses 201A, 201B, 201C, 203. It would have been impossible to accomplish so much in 201B if they had not been well prepared in the previous class which was 201A. Fortunately, these two courses worked in close coordination, and thus we could get the best results.

201A & 201B (S-2) Prof. Maria Isabel Franco

The course 201A is aimed at giving the grammatical background needed for the courses 201B (aural-oral) and 203 (composition). It covered twenty-one of the twenty-five lessons of E. B. Williams' First Brazilian Grammar. Although it was impossible to go into much detail in all areas, the most important points were thoroughly presented and studied in course 201A, orally drilled in course 201B and Language Laboratory, and completed in the composition course 203.

A carefully prepared weekly plan or syllabus maintained an almost perfect coordination between the material taught in the courses 201A, 201B, 203, and laboratory work, which was intensive and adequate, to the extent that a completely new series of tapes in Continental Portuguese was prepared to implement the program and to meet the needs of a great number of the participants who will be working with the Portuguese.

The material for course 201B was chosen from the two volumes of Português Contemporâneo, in close correlation with the plan set by the basic text of course 201A, Williams' First Brazilian Grammar.

The only improvement I suggest is that some adjustment be made in the exercises of Português Contemporâneo to suit Peninsular Portuguese (so much in demand in the North and West of the country), in order to avoid the confusion and the inconvenience of two different syntactical and orthographic norms.

201A (S-3) Dr. Anson Piper

My assignment in this course was to teach a section in grammar theory, one of the three components of the Intensive Elementary Language Program.

The fact that there were only four participants in my class made an ideal learning situation. Inasmuch as the emphasis was on grammar theory (rather than on writing or speaking, as such), I tried to confine the class's activities to:

1. presentation and understanding to new grammar points.
2. drill on verbs and idioms.
3. drill on basis problems of syntax.
4. pronunciation (particularly insofar as it reflects grammar).

The only writing done in class took the form of verb paradigms and simple sentences at the board, for the purpose of illustrating and reinforcing basic grammar principles.

Short (15-minute) quizes were given once a week. Thsse quizes were written, and were intended to make sure that participants were actually learning (and not merely talking about) verbs, idioms, and grammar points.

The text, Williams' First Elementary Brazilian Grammar, proved adequate for accomplishing the aims of this course.

My chief criticism is the way in which the course dove-tailed (or failed to dove-tail) with the other two components of the Elementary Language Program: writing and speaking. Although Prof. Wachholz did an excellent job of coordinating (insofar as humanly possible) the eight instructors, the two textbooks, and the two accents (Portuguese and Brazilian), the operation was not as smooth as it might have been.

I believe that the main obstacle was the unhappy "marriage" of Williams and Abreu. Each of these texts is good, in its own way; but when used concurrently, they tend to confuse students and undermine their confidence (in themselves and in the instructors). What one book states as current usage, the other often denies, either explicitly or implicitly. This would be bad enough if only one instructor were involved as arbiter. But when a number of instructors are serving as "umpires," a Pandora's Box of confusion and frustration is irrevocably opened.

Fortunately, the consequences of this situation were less damaging than they could have been, because good will and a sense of humor prevailed over pettiness, in most instances.

I would suggest that, in the future, only one text be used for the entire program, preferably Williams (unless, of course, the Institute decides to go all out for the audio-lingual method, in which case Abreu alone should be used).[2]

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[2] Abreu alone was used in the 1968 Institute and proved unsatisfactory. Ed.

201A (S-3) Dr. Anson Piper (Cont'd.)

Assuming that Williams is the sole text, I recommend that it be used both in the writing and the grammar theory classes (as at present). As for the speaking class, I would rather see no text used than to try to integrate a so-called conversational text with Williams. Actually, "speaking" does not have to be taught from a prepared text, but, should one be deemed necessary, I recommend that a text be "created" on the basis of the materials in Williams. This would take time and imagination, of course, but it would more than justify its creation by eliminating, to a large extent, the uncertainties and dilemmas that have bothered some of the participants this summer.

201B (S-3) Prof. James Teixeira

This course met for 50 minutes each day, five days per week. A weekly syllabus indicating the coordination between this, the audio-lingual component and the grammar component, 201A, was provided at a staff meeting on the Thursday prior to the week's teaching.

In a completely audio-lingual fashion, the participants practiced drill materials related to the points of grammar explained earlier in the day in course 201A. The instructor corrected pronunciation patterns during the entire course and the improvement in their ability to handle material of ever-increasing difficulty, with reference to their texts, was exceptional. The participants were, without exception, highly motivated, gracious in their acceptance of corrections and persistent in their pursuit of perfection.

Periodically during the course, recordings of at-sight readings were made, The instructor would go over the tape with each participant noting errors and playing back the tape so that these errors might be perceived by the participant and then drilling the correct pronunciation. Recurrent errors were noted and each participant made a conscious effort to erradicate these in class participation and on later recordings. The improvement of pronunciation was especially dramatic and readily observable on the successive taped readings.

Each of the participants had some knowledge of Portuguese, but in each case a standardization of pronunciation was the goal. All required extensive practice in liaison, one was attempting to change her Brazilian speech patterns to Continental, two needed to modify Insular speech patterns to Continental standards and several needed corrective assistance on modifying Portuguese speech and grammar patterns which had become Americanized.

Participants were also required to memorize several poetry selections as pronunciation exercises. The poems were taught by the "vanishing verse" method which proved effective in obtaining excellent pronunciation as well as memorization in an amazingly short period of time.

I believe the course achieved the objectives outlined in the plan of operation.

202 - Dr. Anson Piper

I. Aims of course

This course, required of all participants, had a twofold purpose:

1. to provide a general background in Portuguese history, geography, literature, art, and social institutions, and
2. to provide a further opportunity for listening to the spoken language.

II. Organization of course

The course consisted of 32 lectures (conducted in Portuguese), assigned readings, a mid-term examination, and a final examination. Roughly half of the lectures dealt with literary topics arranged chronologically from the medieval cantigas to the poetry of the contemporary writer, Miguel Torga. Each of these literary lectures was divided almost equally between background information concerning the author and an analysis of selected representative passages from his work.

Of the remaining lectures, eight were devoted to Portuguese history, two each to Portuguese geography, art, and social institutions, and one each to the history of the Portuguese language and the history of Portuguese immigration to the U. S.

At the start of each lecture, mimeographed outlines (in Portuguese) were handed out to the participants. These outlines proved useful in helping the class follow the lectures, and also as a convenient means of review before each of the two examinations.

As a further aid to participants, the instructor made a brief (5-10 minute) summary on tape of each lecture. These recordings were available at all times in the language laboratory, for review of lecture material as well as for listening--comprehension practice. Many of the participants found these taped summaries valuable enough to have copies made for their own personal use.

In addition, each lecture was taped "live" for the Institute archives.

III. Readings

Inasmuch as this course was one of many taken by each participant, reading requirements were modest. Participants were asked to purchase the following texts:

Dos Passos, J., The Portugal Story
Bell, A., Oxford Book of Portuguese Verse
Camões, L. de, Os Lusíadas
Eça de Queiroz, J. M., A Cidade e as Serras.

English translations were used, for Camões and Eça de Queiroz, by E-level participants.

202 - Dr. Anson Piper (Cont'd.)

The Dos Passos book was read as historical background, and all participants were tested on it as part of the mid-term examination. The first five cantos of the Lusíadas were also assigned (either in Portuguese or in English translation) to all participants, and tested in the mid-term examination. The Eça de Queiroz novel was read during the second half of the session, and tested in the final examination. The Bell anthology was used at appropriate times throughout the course as a basis for class analysis of representative Portuguese poets.

In addition to reading these basic texts, participants seeking Vanderbilt graduate credit were required to submit an essay on a novel read outside of class.

IV. Instructor's evaluation

In spite of the fact that the background of the participants was dramatically varied (ranging from native-born Portuguese to Americans who did not know a word of Portuguese at the start of the Institute), the idea of conducting the course entirely in Portuguese is a good one. By speaking slowly, distinctly, and with appropriate gestures, the instructor can not only communicate basic information from the outset, but can also serve as a useful agent for developing his audience's listening skills. It is inevitable that beginners feel frustrated during the first two weeks, but even they get something from the early lectures. By the end of the Institute, they have attained an amazing degree of aural comprehension.

In general, I was very gratified by participant reaction to the course, and I would do it the same way again, if asked. Participants not only seemed to enjoy hearing Portuguese, but also were grateful for whatever factual information I was able to give them. They were genuinely "hungry" for facts (even though they may not always have admitted it), and I understood my task to be primarily one of providing facts about Portugal to an audience that was, to a large extent, uninformed about the country. Even those with personal ties to Portugal told me that they had learned a great deal from my lectures.

I attempted, throughout the course, to establish natural relationships between literary and historical topics, and in so doing, followed the wise policy of my distinguished predecessor, Prof. Soares Amora, who last summer gave a similar course on Brazilian culture and civilization.

My only word of advice to anyone giving this course in the future would be to prepare the bulk of his material before the Institute begins. Few of us are "experts" in all branches of Portuguese civilization, and there is little free time available, once the Institute gets under way, for extensive research. Much time is taken up, understandably, in preparing outlines for participants, recording summaries, selecting reading passages to be xeroxed or mimeographed, preparing slides for art lectures, making cut and reading examinations, advising students on independent

202 - Dr. Anson Piper (Cont'd.)

topics, etc., etc. The more preparation that can be done by the instructor prior to the Institute, the better and more smoothly the course will go.

Finally, I would like to express my heartfelt thanks to the Director and his secretary for the excellent assistance they gave me in handling all the "housekeeping details" involved in this course. I could not have asked for finer cooperation.

203 (S1) Prof. Sara Marane

This course met Monday through Friday at 2:00 p.m. Its purpose was to provide the student with practice in writing the grammar structures introduced orally in the 201 and 202 courses and to give the student practice in guided composition and conversation. The texts used were Williams, First Brazilian Grammar and Abreu and Rameh, Português Contemporâneo. The final grade of each participant was based on his score on three dictations, a mid-term exam and a final exam.

The reinforcement portion of each class period was built around transformation and substitution drills taken from First Brazilian Grammar. Dictations were based on the "ortografia" sections in Português Contemporâneo and the reading exercises in First Brazilian Grammar. Practice in guided composition and conversation was based mostly on the dialogues and the "leituras" in Português Contemporâneo. In addition to the material available in these two texts, outside sources were used.

I feel that this course achieved its goal of training the student to associate the sounds of Portuguese with the written symbols of the language and to express himself idiomatically, both orally and in writing.

203 (S2) Prof. Gregory F. Rocha, Jr.

As I believe the course fits in very well with the whole conception of the Institute, I would like to see it continued in the future. It was extremely helpful to the students. However, there are a few changes I would recommend. They are:

1. The composition class lesson and material should run at least one day behind those presented in 201A and 201B. It will give the students more time to prepare their assignments and learn their lesson better.
2. During the day a period should be set aside for formal guided group study to help prepare the class. If the Institute be held in a country or area where native or near native speakers are available at a minimum cost, they could be used to guide or direct the study period.
3. Since I know of no other textbook that better serves the purpose of the Institute, I recommend the continuation of Williams' and Abreu's. I suggest, though, the incorporation of material dealing with peninsular Portuguese terminology and background.

204 - Dr. Carroll J. Bourg

The course entitled an Introduction to the Sociology of Minority Groups had an enrollment of thirty students and met four afternoons each week. Although the class meetings were at a time when the students had already extended classes and scudies for the day, we were able to have continual student participation as we developed the central notions for our analysis of minority groups.

The students themselves had diverse backgrounds. They had come from New England(Massachusetts and Rhode Island), Texas, various parts of California, and from Illinois, Ohio and New York. During the regular academic year they are engaged in a number of tasks. Some teach in the public school system, others in the parochial system. A few had special tasks, either to tutor adults in English, or to prepare recently arrived immigrant youngsters with adequate facility in the English language for them to enroll in the regular school system.

Many of the students were of Portuguese descent. Some had only recently come from Portugal or the Azores; others were second, third and even fourth generation Portuguese-Americans. All were deeply involved in the situation of immigrant peoples who were frequently confronted by the dilemmas and difficulties of newcomers. Most had personally struggled with the issue of preserving their cultural heritage and of acquiring the wherewithal to participate in American society.

Because of their special background and because of their personal interests, we were able to develop the class as a social laboratory of minority groups. In the development of the curriculum, we analyzed the situation of ethnic, racial and religious minorities. Special attention was given to the peculiar problems of immigrants, and in particular we were able to explore the kinds of issues which the Portuguese confront in various parts of the United States. Further, we were able to give concentrated attention to the situation of black people in the United States and during the summer the entire class visited Fisk University and explored the special Negro Collection in Fisk's library. We also visited a newly formed book store called 'Third World' which carries much recent literature which is germane to the various revolutions occurring in various parts of the world.

The current phenomenon of radical upheavals in the Catholic Church also received inspection during classroom discussions. Within the student body we had both laity and Sisters, so that we were able to exchange different perspectives on changes in the Church. Moreover, the recognition of differences between the Church in Portugal and the Church in the United States offered further insight into the dilemmas confronting both adults and children among the newly arrived immigrants.

An effort was made to bring our analyses and understanding to higher levels of abstract thinking, thus affording insight into the similarities and differences among ethnic, racial and religious minorities. Many of the students exhibited remarkable insight to the dynamics among those minority peoples.

20h - Dr. Carrol J. Bourg (Cont'd.)

A final element in the curriculum was the development of a perspective, in historical terms, of possibilities and opportunities for peoples in minority status. The links with other peoples in various parts of the world was alluded to, but the main focus remained on the Portuguese.

I was particularly impressed by the faithful attendance to class and by the continual attention to the issues at hand. At times I felt that the overall schedule was excessive. Yet the students seemed to have maintained adequate hold on the many tasks for the Institute and thereby my final impression was that they had benefited a great deal.

205 - Dr. Karl Reinhardt

The basic orientation of this course was concern for Portuguese as a system, with particular attention to certain portions of that system which a Portuguese teacher should know when teaching to American students.

The first part of the course was devoted to the over-all phonological system of standard Portuguese as spoken in educated circles in Continental Portugal and in Brazil, with some mention of those non-standard phonological features found in the speech of Portuguese-Americans.

After brief analysis of morphological alternation in some verbs, the rest of the course focused upon the teaching of Portuguese constructions which differed from English constructions. The importance of context beyond the sentence level was emphasized in certain choices the speaker must make (e.g., imperfect vs. preterite tense). Sentence-internal construction was discussed as the determining factor in other problems (e.g.,the choice of future vs. present subjunctive, once the need for a subjunctive form has been established).

Numerous examples of spoken and written Portuguese were used to lead to general patterns. The difference between spoken and written Portuguese was mentioned often, and occasionally differences between Brazilian and Continental standard usage were pointed out.

All Institute participants were enrolled in this course; it was taught entirely in Portuguese. The disadvantage for beginning students of Portuguese proved more apparent than real. Examinations (composed in Portuguese but answered in any language) showed, with notable exceptions, that the most successful students were professionally trained language teachers, whether of Portuguese or another language, and the least successful were those who had received a rudimentary education in Portugal and have become Portuguese teachers because of this fact alone.

In future institutes, it seems recommendable to have a course like this divided into two sections: one section would include those Portuguese-speaking persons who by test show that they know such basic grammatical facts as labeling verb forms by tense and mood, plus those non-Portuguese speakers who are professionally trained teachers of some other language; and the section would include those Portuguese-speaking participants who by test are unsure of basic grammatical labeling.

206 - Dr. Karl Reinhardt

Some problems of teaching English to speakers of Portuguese were the focus of this course, which was taught in English. More emphasis was placed on the method of analysis of the problems than to their solutions.

Difficulties of pronunciation were first identified, then analyzed as either failure to capture English distinctions, or use of a completely foreign sound or pattern. Appropriate exercises designed to make the learner aware of the use of minimal pair drills, Portuguese-English contrastive drills, etc. were given as examples.

206 - Dr. Karl Reinhardt (Cont'd.)

Attention was given in syntactic problems to the clear formulation of rules which could account not only for the examples at hand, but for as varied a number of examples as possible. The necessity for careful ordering of certain rules was discussed, as was the need for clearly separating exceptions from broadly applicable rules.

In a future course of this type, it seems recommendable to give exercises in analysis to be worked out by students; this is in conflict with the instructor's general feeling that participants should spend most of their out-of-class time learning Portuguese, but examinations showed that although participants were able to follow the class explanations, they must go through the practice themselves.

Grades did not reveal any particular sub-grouping, although the participants of the Institute who had the weakest overall educational background were not in this class. Obviously, non-native speakers of English were unsure of some features of English pronunciation, but their results were within normal range of the class as a whole in the ability to analyze.

207 - Prof. John Jensen

The ESOL Methods seminar followed a highly structured format designed to provide ESOL participants with familiarity with the problems and practices of teaching English as a Second Language. The major emphasis of the course was on the rudimentary technology of audio-lingual language teaching.

Students had readings and written assignments each week. For the first hour of the seminar selected participants would present their week's project, using the other students as their ESOL "pupils". In this way each participant had a chance to do some practice teaching during the seminar, and there was ample opportunity to discuss and criticize others' teaching in spite of the lack of ESOL demonstration classes in the program.

Admittedly, the work load was rather heavy for the students, but considering the lack of any other point of contact with methodology for most of these participants, and their general lack of preparation, the time required in preparation for the class was, I feel, well justified.

As other professors have noted, the participants were often not so well prepared as we would have hoped. In the ESOL Methods Seminar, as most of the students were "naive native speakers" without training in linguistics or even in languages, it was necessary to aim the course at the basics. Perhaps in this way the more advanced and experienced teachers did not receive the training that would have been most beneficial to them; yet I feel that they all profited from exposure to basic methods and to the practice sessions provided. A final term paper allowed them to explore, at whatever depth they were capable, some problem of special interest.

207 - Prof. John Jensen (Cont'd.)

I found that the time allowed for the course was insufficient to cover in much depth all of the material planned. Therefore, some topics received little more than "honorable mention" in passing, and there was little time for discussions of matters in any way peripheral to the basic course content. One mistake in planning occurred in the sixth week: the audio-visual session, headed by a commercial visuals representative, was not worth the three hours' time assigned to it.

I also found that for the purposes of this basic course, the three hours at a time format was more of a disadvantage than an advantage. We seldom were able to make full use of the flexibility offered by such an arrangement because we had too many topics to cover to be able to devote one whole session to a particular area. We very often did, however, spend the first two hours on one subject, with participant demonstrations followed by a discussion. Meeting only once a week meant giving especially long assignments each time to the participants, without having any opportunity for feed-back on the material before the next week and the presentation for projects. One hour three times a week, or better, two hours twice a week, would have allowed this type of checking-up on reading and preliminary work before the unit was finished at the end of the week. I believe also that both students and teacher found the three hours tiring, and the last hour therefore was rather less efficiently used than would be another hour on a different day.

My major criticism of the ESOL program was the lack of any demonstration component. I realize the difficulties inherent in establishing any such class in Nashville, but I suggest that it might have been possible to find enough students to have a small demonstration course. Perhaps the students could come from among the participants themselves--those weak in English, or maybe from among foreign students spending their summer at Vanderbilt. The fact that our ESOL people had no exposure to observation or to microteaching was a real disadvantage they had in comparison with those on the FL side of the Institute.

208 - Prof. Gregory F. Rocha, Jr.

This year the course was composed of a heterogeneous group which was divided into two categories:

1. The native speakers
2. The advanced students who did not possess a command of the language.

The first group was given special assignments and highly stylized patterns to imitate. They met only once a week, on Fridays, to study new assignments and hand in written work. The second group met three days a week - Monday, Tuesday, and Thursday. Elementary problems of style and form were discussed, and set as examples to be imitated. Assignments were given

208 - Prof. Gregory F. Rocha, Jr.(Cont'd.)

for homework, and in some cases during class, a new theme on the subject was required to be written. This afforded a comparison of the work done at home and in class under supervision. Both groups were given a special weekly scheduled appointment to meet with me and discuss their work in private.

This course must definitely continue to be part of all future institutes. Were I to teach it again, I would be very much concerned to keep it under very simple patterns of paragraph writing, and with the practice and development of different grammatical structures, which once mastered, should go on into more elaborate forms and experiences which might be a challenge for the student. This could be done using special selections from good Portuguese and Brazilian writers. To some extent I attempted to do this, but it was not enough. I firmly believe most of the writing should be done in class.

213 - Prof. James Teixeira

The demonstration class in beginning Portuguese met sixty-five minutes per day, four days per week for the seven weeks of the Institute. Advanced Level Initial Participants observed on Wednesday and microtaught the following Friday of the second, fourth and sixth weeks. Each participant was expected to meet with me in my office after his Wednesday observation to receive and plan his microteaching assignment. A mimeographed sheet was given to each participant indicating when he was scheduled to observe and microteach. Only speakers of Continental Portuguese microtaught this class. Each of them micro-taught at least twice during the course of the Institute.

After having his fifteen to twenty-minute performance microtaped, the participant would then report to an adjoining room where he would view his videotape and listen to comments on his performance and suggestions for improving future performances. There was a consistent attempt to explain underlying linguistic and learning principles related to the points brought up in the critique of the videotaped performance. It is my opinion, however, that many participants were not aware of the linguistic principles upon which the drill materials are based, and this caused them considerable confusion. The methods class did not appreciably help to prepare them for their microteaching.

It might have been valuable to connect the two classes by having the teacher of the methods course give assignments based on what participants observed in the demonstration class. It would have made their observations more meaningful.

In spite of this problem, some of the more recalcitrant participants, rather firmly entrenched in traditional methods, are now more willing to adopt the audio-lingual method at least in part. It has been difficult to convince them without the systematic training in the principles of audio-lingual teaching provided by a formal methods course. During the

213 - Prof. James Teixeira (Cont'd.)

course of their observations, they were exposed to a variety of activities: teaching basic dialogs, structure drills, quizzing, oral testing, and transparencies used to practice vocabulary as well as structures. Most participants displayed a willingness to emulate the model provided by the demonstration teacher, with varying degrees of success.

The demonstration class did prove to the observing participant, that the audio-lingual method can be used successfully to teach Portuguese even to students of non-Portuguese backgrounds. The students taught were exemplary in their zeal, their application and their attendance. They appear to have learned a considerable amount of Portuguese considering the seven-week duration of their study. They often made use of the language laboratory before and after class and several have expressed the desire to continue such study.

The lack of professional technical assistance in the microteaching sessions posed some problems. It required the use of untrained staff to operate the camera and videotape recorders. This, however, did give members of the staff an opportunity to familiarize themselves with the equipment, which was an unplanned benefit. A serious problem was the lack of additional microphones to capture student responses on the videotape. It was much more difficult to evaluate the performance of a microteaching participant by watching the videotape alone, than when the live performance had also been seen, for in the latter circumstance, the student reactions, responses and errors could be observed.

The area most in need of improvement at a future institute would be the coordination with the methods course.

214 - Prof. John Jensen

Course 214 was divided into two sections, one of which met every day but Tuesday and the other every day but Thursday; Tuesday, and Thursday being Chemistry lab days for the students. The Thursday lab section, which we called Section 1, was taught by me and was the demonstration class observed by FL participants and used by them for microteaching on Tuesdays. The other section was taught by a different participant each week from among those new to the Institute and with advanced knowledge of Portuguese.

Section 1 of 214 was conducted much as was the other demonstration course, except that the students did not make as much progress, due to their lack of motivation and preparation in comparison with those students who had come spontaneously as the result of a newspaper announcement.

214 - Prof. John Jensen (Cont'd.)

Section 2 was never observed by other participants, but was seen daily by a senior member of the Institute staff. On Thursdays the class was held in the TV classroom and the teacher's performance was videotaped and criticized in some depth by the two regular demonstration class teachers. Regular meetings were held among the outgoing and incoming teachers of the class and the methods and demonstration people on the staff, in order to insure coordination in lesson planning and a continuous program for the pupils.

In order to improve the effectiveness of the demonstration classes from the point of view of the pupils, I would make the following recommendations:

1. that high school credits be granted the course, and
2. that regular attendance be required for that credit.

I feel that only in this way can anything like a genuine classroom situation be provided for the microteaching and demonstration classes. As it is, only those most interested students continued coming, eliminating the potential problems from the class; and it is often necessary to repeat lessons for the benefit of those who missed a time or two.

From the point of view of the participants, I would suggest the following changes in the operation of the demonstration classes:

1. Require attendance more than twice a week. This year one of the two weekly visits to the demonstration classes was spent observing not the professional teacher, but other participants as they did their microteaching. Because of scheduling problems, many of the participants were able to stay in my class for only half an hour. That means that they observed me for half an hour every two weeks, spending an hour in Mr. Teixeira's class on alternate weeks. I believe that if the demonstration classes are to have their full effect, we must have more observation. It was, I think a mistake or a lack of foresight on our part to set up the observation schedule as it was, and I am as much to blame for this as anyone else.
2. Set up more equitable microteaching schedules so that there is fair distribution of the teaching opportunities. Most participants were able to teach for only one ten-minute segment, while others did it three times, and those teaching section 2 of 214, of course, did it for half an hour in addition to one or more times for ten minutes. Ideally, each participant would teach at least twice. One way to arrange more microteaching would be tohave four instead of three teachers each week, but this requires greater coordination in the TV studio, and probably necessitates the presence of an evaluator other than the regular classroom teacher in order to accomplish all tapings and criticisms within the class hour.

214 - Prof. John Jensen (Cont'd.)

3. Provide better coordination between the methodology seminars and the demonstration classes. The basic technology of audio-lingual teaching was not covered in detail in the seminars, which is no fault of the teachers involved, but is merely the orientation given the seminars, an orientation that was very beneficial in other respects. But most of the participants doing microteaching were not familiar with some of the details of modern language teaching, and would have profited more from the demonstration classes had they been more aware of what to look for in observation and what to strive for in their own microteaching.

216 - Prof. Washington Vázquez-Rampa

This course met once a week on Wednesdays at 3:00 p.m. for three hours (3:00 p.m. - 6:00 p.m.) and was structured in the following fashion:

1. The first session (3:00 - 4:00 p.m.) was devoted to a programmed discussion by the instructor based on a sequential set of topics framing the whole field of FL pedagogy, ranging from the history of the discipline to the techniques and purposes of student evaluation.
2. During the second session (4:00 - 5:00 p.m.) the participants engaged in a free discussion of the topics dealt with in the previous session.
3. The third session was devoted to topics prepared beforehand by the participants. Each participant was given ten to fifteen minutes for a presentation of his material followed by ten to fifteen minutes for questions and comments. If the topic was of general interest and complex enough, by general consensus more time was given to that item either during the session or in the following.

A paper was asked of each participant dealing with a specific pedagogic case-problem actually encountered by the participant showing the history of the case and the way it was solved or should be solved.

216 (S-2) Prof. Karl J. Reinhardt

This section consisted of participants who teach or will teach Portuguese in areas of the U.S. where Portuguese is not an immigrant language. Nearly all members of the section were language teachers by personal choice rather than because of family bilingualism; in every sense they were professional in their training, experience, and outlook. All had studied modern teaching methods.

Because of these facts, the course was run as a discussion group. Basic concepts of good language teaching were assumed, and each class was devoted to one or two problem topics. The principal resource for ideas was the experience of the participants themselves, supplemented by ideas found in textbooks recommended to the participants.

Among topics duscussed were: selection of textbooks; preparation of tests for course of both audio-lingual and more traditional approach; choice of topics and approaches to teaching beginning composition; the passage from reading of controlled material (with limited vocabulary) to reading of material with "undoctored" vocabulary; ways to stimulate interest in the class and in extra-curricular activities; ways to vary presentation to avoid boredom; use of mechanical devices to supplement basic written materials, etc.

Each participant prepared a report telling of ideas which he was going to try out this coming year, and of techniques which he had been using but was going to modify or replace because of his experience in the Institute. (Most of the participants in this group were actually beginning students in Portuguese themselves.)

INSTITUTE IN PORTUGUESE

FL EVALUATION Dr. Lloyd Kasten University of Wisconsin

Note: Dr. Kasten, a program evaluator, visited the Institute for three full days, July 1 through July 3, meeting with both staff and FL participants, observing classes, and participating in Institute activities.

This visit was undertaken in order to make a judgement of the effectiveness of the work of the Institute in Portuguese from the points of view of organization and teaching. In order to accomplish this purpose two days were spent in visiting classes and eating and discussing with students and faculty at organized conversation tables. The third day was spent in talking with faculty and selected students about the program.

In this report the classes visited, their effectiveness, and their general relevance to the program will be discussed first. A statement of overall evaluation will follow together with a few suggestions.

Professor John Jensen's work with micro-teaching was impressive, particularly when the quantity and quality of equipment at his disposal was considered. The training given to students in operating this up-to-date equipment is in my opinion one of the very strong points in the portion of the program dealing with methodology. It goes without saying that video-taping the performance of the teacher in demonstration classes together with subsequent criticism on the part of the instructor and fellow students is one of the very finest instruments for improvement of teaching performance. On the technical side, however, one problem had not been licked--that of showing student response on tape, undoubtedly a matter of considerable expense but one that would have rounded out the procedure nicely. It would also enable the operators to capture the sound of the recitations better. The projections which I saw were disappointing in that some student responses were inaudible and thus left some gaps in the total view.

The general approach throughout was practical, although Professor Jensen's seminar in methodology represented a happy combination of the theoretical and the practical. The work was very well organized, and was presented in a quite concentrated form; the problems selected for the following seminar were such that discussion would invariably expand on certain important sections of the presentation. Discussion was lively and even heated. Professor Jensen created the impression in me that he was somewhat removed from the general spirit of the Institute, probably a matter of personality, for while he was affable he seemed not to possess the outgoing characteristics which made the rest of the staff seem such a unit. At the same time he aroused respect for his mastery of the field, his devotion to language instruction, his organizational abilities, and his clear and concise expression. The relevance of the work of the seminar to the overall program was obvious--practical training for teaching Portuguese on a high school level, and when combined with training in the utilization of all the auxiliary equipment normally available today it formed an excellent basis for training language teachers. This type of training is, of course, essential to programs such as this, and it was being

efficiently carried out.

The course in Portuguese culture and civilization conducted in Portuguese by Professor Anson Piper was strikingly well carried out. It was perfectly obvious that Professor Piper is an experienced teacher and public speaker. He had a most difficult task adapting his materials to the wide spread in language proficiency on the part of the students, who ranged from the beginning levels to native competency. His outstandingly clear articulation and wise choice of cognates enabled the students to follow his presentation well. I observed students after the class gathering in small groups to check on the accuracy of their notes, and from what I overheard it seemed that their troubles lay not so much in a lack of comprehension as in their slowness in getting adequate notes on paper in Portuguese. Considering the background of the students involved I would say that he was pitching the level of his lectures very well indeed.

The course on minority groups taught by Professor Bourg was a very pleasant surprise. This was work that seemed to be definitely needed by the participants from New England, who demonstrated a most lively interest in the problems that were presented. Indeed, Professor Bourg scarcely had ten minutes at the beginning of the hour for his lecture before an animated discussion was started by the students, and he could only attempt to guide it. The rewarding thing about the discussion was its concrete nature; many of the students were drawing on their home experience or that of the Portuguese settlements where they were working. The sharing of these experiences and the comments and interpretations by Professor Bourg were in my opinion of the greatest value to these particular students, many of whom needed to understand what they had been observing and dealing with in their daily work.

Professor Vázquez' course on Portuguese dialectology was difficult to evaluate on this basis of a single session. Generally speaking I felt that he was aiming too high for the students with whom he was dealing, whose knowledge of phonetics and linguistics was in most cases minimal. His presentation was thorough but perhaps somewhat repetitious, though I am sure that the various restatements were of value to the students. This was the one course in which I found theory paramount and the practical aspects much reduced. However, considering that my visit came so early in the session, it is possible that the latter part of the course would change in nature. The relatively small amount of scholarly work done in the field of Portuguese dialectology undoubtedly contributes to the difficulty in teaching this type of course. I should assume that work in dialectology would be of special value to the participants from New England primarily in helping to identify, explain, and correct regional speech differences represented by their students of Portuguese descent. This would demand practical training. Professor Vázquez seemed to be thoroughly grounded in the field and taught with vigor and enthusiasm. His expansive personality helped a great deal in treating a highly complicated field.

Professor Vázquez' seminar in teaching Portuguese revealed him as a capable director of discussion. The problems assigned for discussion were approached in an orderly manner, the key considerations identified, and a discussion by all students embarked on. There was little need for drawing anyone out; the students were eager to participate. Of particular value were the numerous suggestions growing out of their own experience in meeting specific problems, so that the more experienced teachers were injecting a particularly practical note into the seminar. From the point of view

of a teacher this seminar seemed to be of the greatest value for they were all learning from each other as well as from the professor.

Professor Karl Reinhardt's seminar on teaching foreign languages was visited only during the introductory hour. The resultant observations are thus based more on the presentation of materials for discussion than on the discussion and participation of the students. The presentation, punctuated by questions from the class, was an experience in itself. Professor Reinhardt's very dynamic approach and outspoken opinions were refreshing. He was pragmatic in his views, realistic, unhampered by any commitment to theories, willing to express his ideas frankly on a series of bibliographical items. His performance was, in general, impressive. While a brilliant approach has the possibility of cowing the students, I felt that this was not the case here since questions and observations did come from the participants despite the fact that the hour was formally devoted to a presentation of materials. The instructor's enthusiasm and personality pervaded the entire class. His approach was interesting and sensible.

The work on language itself on various levels was for some of the participants the primary reason for studying at the Institute. The division of classes into Brazilian and Peninsular Portuguese reflects a division of interest found nationally, and the inclusion of both varieties can be justified on that basis. Since the students involved were more sophisticated linguistically than a normal beginner, I doubt that the influence of one type of pronunciation on the other in the association of students one with another or any influence from all attending the same class in civilization would be of any great significance. The effect might be advantageous, in fact, in having the ear trained to recognize the different sounds although the student was not taught to produce them himself. While the plan on paper had given me some concern before the visit, I was not disturbed by what I saw at the early stages of the courses. I do think that there was some difference in the relative quality of instruction afforded in the two types, the better teaching that I saw being found in the peninsular variety. A good part of this observation results from the superb teaching of Mr. James Teixeira. Technically his work was flawless. His personality was perhaps not as warm as that of some of the teachers on the Brazilian side, but, though reserved, it still had an attractive quality that combined very well with his overall techniques. I can't recall ever seeing such an efficient and capably conducted class elsewhere.

Of the teachers on the Brazilian side Miss Marane struck me as relatively inexperienced and without the requisite objectivity toward her students. She allowed herself to be nettled by one rather objectionable person and showed it clearly. I also missed the emphasis on analysis which her class was presumably to represent; in fact, she seemed almost to deemphasize it. On the other hand, outside of a couple of slips she seemed well qualified to teach Portuguese. Her personality was pleasing. She exhibited a good deal of nervousness during the visit, this showing her at a disadvantage when compared with other instructors I visited.

Miss Corrêa may have been less concerned with methodology than anyone else, but her vivid personality and her great enthusiasm produced a remarkable effect on the class. There was an eagerness to recite and a spontaneity and good humor which would justify giving high marks to her class in general. I also found her skillful in ascertaining what these beginning students were aiming at in their groping Portuguese and finding uncomplicated ways of expressing the idea in Portuguese, after which she kept reverting repeatedly

to the same pattern. The class was really delightful.

Mr. Wellsfry is an experienced teacher and quite obviously knew what he was doing. Personally I found him pleasant. Correcting composition work does not really show best what a teacher can do, but he was doing an efficient job on it.[1]

The organization of the elementary work into grammatical analysis, practice, and composition has become more or less traditional with the possibility of such an item as practice invading the work of the other classes as the student becomes more proficient in the language. In this respect the work at the Institute presented nothing new in organization. The textbooks were basically Brazilian in orientation so that at times an other-worldly effect was produced in a peninsular class with non-peninsular vocabulary. This was vaguely disturbing, though in the long run I presume that it will matter but little.

I had the pleasant experience in eating at the Portuguese tables with various groups. They were in themselves a pedagogical undertaking. The groups were seemingly organized as to level of accomplishment, and their informality made the students feel free to talk, with some one of the instructors always present to consult or help out when the going got rough. The system also seemed to build an esprit de corps, and it enabled the student to really know his instructors.

I visited the demonstration classes taught by Mr. Teixeira and Sister Canelas, a practice teacher. I have already commented on Mr. Teixeira's outstanding work. Because of the division of students into levels, I felt that Sister Canelas had an overwhelming burden on her shoulders. In the first place these students as a group arrived late because their previous class had been too distant to permit them to come on time. The boys were completely indifferent to her efforts, and only a few of the girls were genuinely cooperating. Sister Canelas was doing an excellent job. She had great patience and exhausted all means of rewards and drawing out the students but in the case of so many of them it seemed futile. By contrast, Mr. Teixeira's students had already had previous language work and the results were in almost every case gratifying.

I spoke individually with a group of participants, choosing preferably participants who had also spent the previous summer at the Institute about their criticisms and impressions. I think that their answers were by and large frank. These conferences confirmed my impression that the organization this year was very well carried out. A year ago there were some loose ends which have now been eliminated. The organization of classes is now more rigid, and they are better articulated. Teachers know what is going on in the other classes. The students felt that they fit into a smooth-running operation from the very start and up to that time (the time of the visit) nothing had gone wrong. In fact, the only question that was raised concerned the demonstration classes and use of teaching equipment which might represent a repetition of last year's work. The student granted that perhaps it was too early to justify this criticism, however. The classes and faculty seem to have elicited general approval. My own impression is that Professor Andrews with the assistance of Colonel Wachholz has designed a highly organized program, and between them they are able to keep track of every phase of the activities of the Institute and control them absolutely.

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[1] As a practice teaching intern. Ed.

The program as it is really needs no suggestions. The time limits imposed by a summer session clearly require a program that will provide the greatest values for prospective teachers, and these are inevitably language, culture, and methodology. The work in sociology is a natural addition to this type of program because of the social position of the Portuguese people in their various settlements in this country; thus the work has greater meaning here than it would in almost any other teacher training program. However, in future years it is conceivable that plans might consider several additions, especially when more advanced people are participants. While any course in civilization provides some insight into the history of a nation, a formal course in Portuguese history can still open the eyes of students in viewing the past and understanding the present; this value would be particularly pertinent in the case of those teachers of Portuguese descent who frequently need to develop a sense of pride in their cultural heritage. A course in modern Portuguese grammar or syntax would prove helpful to more advanced students also. Likewise, some aspects of literature and its interpretation might be brought into the picture, particularly as revealing the spirit of the people.

I wish again to thank the various members of the staff, particularly Professor Andrews and Colonel Wachholz, and the participants for their time in discussing the program and facilitating my acquaintance as much as was possible in the three days I spent there.

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 30 June, 1969

To: Dr. Lloyd Kasten

From: Norwood Andrews, Jr., Director

Subject: Tentative itinerary for 30 June

Arrival, check in at motel. Briefing on Institute program by Director.

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 1 July

To: Dr. Lloyd Kasten

From: Norwood Andrews, Jr., Director

Subject: Tentative itinerary for 1 July

9:10 -- 11:00 Rooms 327 & 200, Mary Henderson Hall, microteaching (TV), one section of regular 1st year demonstration class, Mr. Jensen & assistants

11:10 Room 025, Furman Hall, Audio Lingual Portuguese for participants, Mr. Teixeira

12:20 Room 301, Furman Hall, meet Anson Piper for lunch at language table, Rand Hall

1:10 Accompany Anson to Furman, 114, Portuguese Culture & Civilization

2:10 Room 025, Furman Hall, Elementary Composition for participants, Mr. Wellsfry, practice teacher

3:10 Room 132, Furman Hall, Portuguese dialectology, Mr. Vázquez

4:10 Room 109, Furman Hall, Sociology of Minority Groups, Dr. Bourg

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 2 July

To: Dr. Lloyd Kasten

From: Norwood Andrews, Jr., Director

Subject: Tentative itinerary for 2 July

8:00 Room 132, Furman Hall, advanced section, 1st year demonstration class, Mr. Teixeira

9:30 Room 109, Furman Hall, regular section, 1st year demonstration class, Sr. Canelas (practice teacher)

10:10 Room 219, Furman Hall, Grammar Analysis of Portuguese for participants,, Miss Marane

11:10 Room 017, Furman Hall, Audio Lingual Portuguese for participants, Miss Corrêa

12:20 Room 219, Furman Hall, meet Paul Wachholz, Associate Director, for lunch at language table, Rand Hall

3:10 FL methodology seminar, S1, Room 017, Furman Hall, Dr. Reinhardt

4:10 ESOL methodology seminar, Room 132, Furman Hall, Mr. Jensen

5:10 FL methodology seminar, S2, Room 217, Furman Hall, Mr. Vázquez

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 3 July

To: Dr. Lloyd Kasten

From: Norwood Andrews, Jr., Director

Subject: Itinerary for 3 July

Optional visits to aspects of program: talks with faculty and participants. The Associate Director is at your disposal as a guide.

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: July 3, 1969

To: Dr. Lloyd Kasten

From: Norwood Andrews, Jr., Director

Subject: Interview with Participants and Staff

NAME	PLACE	TIME
George Pontes	Furman 008	10:00 AM
Sister Sarita Córdoba	Furman 008	10:30 AM
Donald Goldsmith	Furman 008	11:00 AM
Miss Otilia Melo	Furman 008	11:30 AM
Prof. Teixeira	Furman 008	12:00 N

INSTITUTE IN PORTUGUESE

ESOL EVALUATION Dr. Robert L. Saitz, Boston University

Note: Dr. Saitz, a program evaluator, visited the Institute for three full days, July 22 through July 24, meeting with both staff and ESOL participants, observing classes, and participating in Institute activities.

I. Overall Impression of Institute Organization

The organization of the Institute--student and staff living and working facilities, intra-staff communications, participant-staff communications, scheduling, use of international, national and local resources, planning for internal and external evaluation, adaptation to Vanderbilt campus--seemed to have been excellent, an impression reenforced by the generally high morale of staff and participants. The good coordination of the various program components by the staff members in formal and informal meetings (two fine examples of this were (1) the coordination between the different Portuguese teaching classes where items introduced formally in class 1, were picked up in oral practice in class 2 and in written practice in class 3, and (2) the coordination between courses 205, 206 and 207 where similar topics were introduced at the same time, and the detailed knowledge by the directors of ongoing activities testify further to the strong direction and solid staff relationships. And communications between participants and staff, aided by the assigned advisor system, appeared adequately free.

II. ESOL Component

Added to the Institute program this year for those participants who were going to be teaching English as a second language, the ESOL component had a number of general strengths - good, energetic instructors participants eager for information and practice in ESOL; available lab and video facilities, and a number of general weaknesses - a feeling that it was grafted onto an already full program; limited opportunities for practice teaching; limited representation of ESOL materials, which arrived late.

A. The ESOL Program

While the other participants had a program of five required matters (Contrastive Grammar, Portuguese Language courses, Portuguese Culture, Portuguese Dialectology, Introduction to Sociology of Minority Groups) plus an FL Methods seminar and observation of demonstration classes in teaching of Portuguese, the ESOL participants had the five required courses plus an ESOL Methods seminar and a course called Linguistics and Second Language Learning (the content focused on a linguistic analysis of English). The major differences were (1) that the non-ESOL participants had much more opportunity, scheduled and non-scheduled, to observe the teaching

of the language they were going to teach, and (2) the ESOL participants in almost all cases were preparing to teach their native language. These differences were significant and they affected the way the ESOL participants saw the program as fulfilling their needs.

Since the ESOL people controlled English as their native language, they came anticipating an opportunity to get considerable work done in ESOL methodology, material examination and evaluation, etc., the kinds of things teachers and teacher-to-be have uppermost in their priorities, however their schedules did not give them this opportunity. Their only scheduled work in methodology (and it might be worth noting that to many teachers methodology encompasses content, that it is a mode within which one can get at content) was the three hour session on Wednesday afternoon, and their only opportunity to observe and evaluate practice teaching was an optional and not well-advertised or not well motivated chance to see the Portuguese demonstration class via video or live; as of my visit, the middle of week five, very few of the ESOL people had taken advantage of this chance - because of schedule or homework conflicts, they noted.

A major recommendation would be to provide more time and opportunity for practical ESOL work: practice teaching, directed observation and evaluation of second language teaching (for which so much opportunity exists in this language-teaching Institute), methodology discussion and experiment.

B. Relevance of Required Courses

While all ESOL people agreed on the importance of the required Portuguese Culture and Civilization class, and of the required Portuguese language classes, and they enjoyed very much the Contrastive Grammar, the Portuguese Dialectology, the Linguistics and Second Language Learning, the Sociology and the ESOL Seminar, they almost all felt that (1) the program was too full, and (2) it was weighted too heavily toward the theoretical rather than the problem centered approach. While these are frequently heard objections to institute programs, and while strong arguments can be presented for both approaches, my own feeling here was that a better balance between class lecture time and student work time, and between presentations focusing on theory/analysis and those focusing on class problems might be reached. The present program has the students working 12 hour days (class plus assignments) at least and most of the non-language-learning class time is devoted to courses 205, 206, 202, 215 and 204, which are essentially college lecture courses. The students comments that they are getting much too much work reflects not the fact that they are getting too much work but that they are not getting practice in the kinds of activities they anticipated.

Recommendations:

1. That for ESOL participants, a combination of some of the current courses be worked out: e.g., 206 and 207 could be combined, with the linguistic analysis and description of English deriving from text lessons or sample student lessons as one pedagogical possibility; 205 and 215 have compatible topics, as it seems that a course which focuses on contrastive grammar would have to consider dialect differences. Such combinations would (1) save time, and (2) help realign the theory/practice balance.

2. That the presentation of ESOL courses include significant inductive work, with lessons or texts as the take-off points.

3. That the time saved by any course combinations, as in 1, be devoted to an expansion of ESOL methodology work, particularly teaching observation (with closer tie-ins between teaching of Portuguese and teaching of English methodology programs) and practice teaching. Note: most ESOL participants agreed that the demonstration class by Mr. Arenas in Spanish had been one of the high points of the Institute, up to that time.

4. That work on intonation/stress and syntax be introduced a little earlier (students just seemed to be finishing work on segmental phonology in week 5).

C. Relevance of Other Courses

It seemed to me that beyond 205/206 and 217 the courses offered this year most relevant to ESOL participants were Portuguese language classes, both those for the participants and the demonstration classes.

Recommendation: It is recommended that the ESOL director could tie in the observation of such classes profitably with his ESOL presentation.

D. ESOL Materials

ESOL materials available at week 5 were limited and therefore work based on such materials was necessarily limited.

Recommendations:

1. That the latest ESOL bibliographies (from CAL, from the journals - TESOL, Language Learning, etc.) be consulted before the program and that materials be available at the start of the Institute - especially classroom texts.

2. That a library of such materials be assembled, as done this year - in the classroom building.

3. That a text evaluation component become a strong part of the ESOL course.

E. ESOL Participants

While the majority of the ESOL participants were secondary level teachers, several were teachers of adults and at least one was an elementary level teacher.

Recommendation: it would be appropriate to provide meetings in which problems associated with particular teaching contexts would be discussed. Note: if an increase in the number of elementary teachers is anticipated in future institutes, consideration should be given to a separate track for them.

F. Lecture and Film Series

Recommendation: That ESOL methodology films such as "Starting English Early" and the MLA series be included.

G. Participant Projects

Recommendation: That revised participant projects (or the best of them) be duplicated and made available to all. Sample lessons, tests, etc.

H. Final Note: I have not specified here the many fine points observed in the ESOL program - the well-planned courses, the excellent teaching, the enthusiasm of the participants, as I am sure this will be commented upon in detail in participant and staff evaluations, and because I want to concentrate upon elements that might be improved.

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Other Comments and Recommendations

1. Since most of the participants will be teaching in "bilingual" programs and since there is already a large variety of types of bilingual programs, each with its different circumstances, it would be very useful to include a lecture/discussion component on bilingual programs with representation from at least two points of view: an educator who would give an overview of the goals of various bilingual programs, and a school administrator who would set the context and discuss the extra-classroom considerations. Note: some of the teaching contexts: a teacher with Portuguese background who is teaching ESOL all day; a similar teacher who teaches ESOL half a day and the native language the other half; the ESOL teacher who teaches the class only half a day in ESOL - the other half they are in regular class; the ESOL teacher who has a pullout (one or two periods a day) of ESOL from regular class; the bilingual teacher who has a combined ESOL-Portuguese pullout from the regular class schedule; when you add the variables of audience (all second language, mixed first and second, most first, etc.) and grade level, you realize the need for the teacher to be able to know just what his goals can be in his context.

2. A number of participants expressed interest in advanced conversation class in Portuguese. This would balance the advanced composition class and provide an opportunity for the discussion of levels of language and dialect differences.

3. Since so many of the participants are interested in improving their knowledge of Portuguese as quickly as possible, I would consider the possibility of a really intensive program of Portuguese for the first several weeks (a saturation program) with nothing else but Portuguese, and then picking up the other subjects later while continuing with some language work. An alternative to this would be to hold all or part of the Institute in Portuguese - speaking territory.

4. Class settings. I would encourage adoption of the seating arrangement used in the ESOL methods class, a semi-circle, for other classes in which the instructor wants to encourage full participation.

5. Typewriters. It would be helpful, given the considerable amount of paperwork participants are asked to do, to have typewriters on hand or to have participants bring their own.

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 21 July, 1969, Monday

To: Dr. Robert Saitz

From: Norwood Andrews, Jr., Director

Subject: Tentative itinerary for 21 July

Arrival, check in at motel, briefing by Associate Director (Col. Paul Wachholz), attendance at regular Monday evening film showing (7:00 p.m.), post-film cocktails and further briefing with Director and members of staff.

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 22 July, Tuesday

To: Dr. Robert Saitz

From: Norwood Andrews, Jr., Director

Subject: Tentative itinerary for 22 July

8:10 AM, Room 109, Furman Hall, Portuguese-English Contrastive Grammar, Dr. Reinhardt

9:10 AM, Room 025, Furman Hall, Linguistics & Second Language Learning Dr. Reinhardt

10:10 AM, Room 315, Furman Hall, Conference with ESOL participants Alves, Braga, & Conway

11:10 AM, unscheduled

12:20 N, Lunch Rand Hall, escorted by Col. Wachholz

1:20 PM, Room 114, Furman Hall, Portuguese Culture & Civilization, Dr. Piper

3:10 PM, Room 132, Furman Hall, Portuguese Dialectology, Dr. Vázquez-Rampa

4:10 PM, Room 109, Furman Hall, Sociology of Minority Groups, Dr. Bourg

5:10 PM, Room 219, Furman Hall, plenary meeting of Institute staff

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 23 July, Wednesday

To: Dr. Robert Saitz

From: Norwood Andrews, Jr., Director

Subject: Tentative itinerary for 23 July

8:10 AM, Room 315, Furman Hall, Conference with ESOL participants Medeiros, Mendes, Ledbetter, Rodrigues, & Silvia

10:10 AM, Room 301, Furman Hall, 1st year intensive Portuguese, Dr. Piper

11:10 AM, Room 025, Furman Hall, 1st year intensive Portuguese, Mr. Teixeira

12:20 N, Lunch, Rand Hall, escorted by Mr. Jensen

2:10 PM, Room 106, Furman Hall, Elementary Portuguese Composition, Mr. Rocha

3:10 PM, Room 132, Furman Hall, Methods Seminar, ESOL, Mr. Jensen

6:00 PM, Dinner, Rand Hall, escorted by Dr. Reinhardt

VANDERBILT UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: 24 July, Thursday

To: Dr. Robert Saitz

From: Norwood Andrews, Jr., Director

Subject: Tentative itinerary for 24 July

10:10 AM, Room 315, Furman Hall, Conference with ESOL participants Cosgrave, Melo, Oliveira, Thomas

11:10 AM, Room 215, Furman Hall, "cafèzinho" with Director

12:20 N, Lunch, Rand Hall, escorted by Dr. Vázquez-Rampa

3:10 PM, Room 315, Furman Hall, Conference with ESOL participants Abreu, DeChamplain, Furtado, Goularte, Massoud

5:00 PM, Room 317, Furman Hall, meet with Director for cocktails and dinner

7:30 PM. Room 114. Furman Hall. Lecture: cocktails afterward with Director & staff

[APPENDIX H, pages 76-91, omitted]

I. Course 201A, Section 1. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Marane, Evaluated by:

A. Luis R. Alvelais

A very fine course. The instructress researched her material and made a supreme effort at tying in this class with other classes at the Institute.

B. Ricardo Arenas

The use of two texts gave us the opportunity to be exposed to a great deal of Portuguese and Brazilian culture as well as grammar, even though Williams' book is archaic in some things. Both texts gave us two ways of looking at how to learn a language. The material was presented very fast and sometimes perhaps too fast. Especially the "why" of the language. Problems did arise in this class. The use of two books, one by one instructor and the other by another intructor, created problems depending on whether the student used one book as the authority or the other, or the teacher's explanation.

C. Carmen Lago

This course was especially valuable because: 1) Prof. Marane was always well prepared. She did a great deal of research work so that we could be presented with all the possibilities in regard to a particular grammar point. All of our questions were answered, if not immediately, on the following day. 2) Prof. Marane did not solely concentrate on acquainting us with the grammar but she also worked with our pronunciation, and 3) She tried to vary the class by bringing in different types of drills. Any problems which arose in this course are not, in my opinion, to be attributed to Prof. Marane but rather to the fact that the textbook was definitely outdated. [However, I wish to add that, in my opinion, a prospective teacher must have a grammar course and that, therefore, if Williams is the best available textbook, it should again be used next year. The only other alternative would be for the teachers to present the grammar and provide the students with some type of worksheets which would be very time-consuming.]

D. Sarah Martin-Pereira

This course was a delight and a revelation to me. The content material to be covered was amazingly vast as well as profound. It would have been a well nigh impossible task to complete in any other than this specialized setting. Miss Marane showed extreme dedication, patience, courage, skill, careful planning and preparation as well as the drive to carry us through to the goal. "Fait accompli." The text was inadequate, but evidently the best one available for the presentation of much needed grammar and language structure. Miss Marane was brave and insistent in amplifying, up-dating, and explaining the text to meet the needs of this class of professional teachers of Spanish. We did comprehend, we did work and study, we did achieve the required goals in the given period of time. It was hard work, often rough going, but we made it by dint of great effort, and because the teacher kept a sufficiently firm grip on us, never relenting excessively. I admired the stamina, I appreciated the youthful vigor and the dogged perseverance that enabled Miss Marane to win the victory. She knew her subject matter and she presented it clearly. The method Miss Marane used to obtain total class participation was excellent, inasmuch as it allowed the teacher to see our errors, our strong points,

I. Course 201A, Section 1. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Marane, Evaluated by:

D. Sarah Martin-Pereira (cont'd)

our idiosyncracies, our problem areas, our preparation, and our needs. It was fair. It was the established order of the day, it provided comfortable routine and pattern. It was business-like and orderly; it had a disciplinary value. Her assignments were always written out on the board to avoid confusion. All the methods we were learning about in the Seminar were put to the test and proven successful. Miss Marane's youthful exuberance, her keen sense of humor, and her consistent promptness, her familiarity with the assignment, the requirements of the total schedule and her skill in adherence to schedule and agenda all combined to give us the impression of the total professional excellence of our teacher.

E. Kenneth G. Wallace

The Williams text definitely should not be used. There was too much discrepancy between it and the Abreu text, Português Contemporâneo. This also was a disruptive factor. In place of Williams I suggest using Brazilian Portuguese, by Sá Pereira, or a similar grammar text. Prof. Marane is to be commended for her concern in trying to do the best possible under some of the trying situations. She is also to be commended for spending hours of intensive preparation for each class. Any grammar course, in my opinion, is difficult to present since so many unexpected instances may occur that would require a mastery of the language problems, i.e., the finer points, in order to present a thorough explanation. At times this did occur. Generally, the material was covered as thoroughly as possible, and much was learned pertaining to verb usage, tense, and grammatical structure. A suggestion is to allow more time for the subjunctive tenses and the personal infinitive usage. This could be accomplished by speeding up slightly at the beginning. Another suggestion is that, even though the Brazilians do not use the second person of the verb, these should be taught since the teacher of Portuguese eventually will encounter these forms in literature.

F. Sr. Sarita Córdoba

Intensive is the apposite term for this course. Even as an observer I profited from the review of grammar, the method of presentation of new grammar, the constant re-enforcement of difficult items so essential to one with a tenuous hold on a new language.

II. Course 201A, Section 2. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Franco Evaluated by:

A. Lionel B. Goularte

Excellent instruction - well planned and coordinated.

B. Donald P. Massoud

I really feel a sense of accomplishment in this course because I entered it knowing no Portuguese and I feel confident that I have mastered many of the lessons given. The method of presentation was excellent. Somewhere in our Portuguese learning, we should be exposed to listening and to speaking in a

II. Course 201A, Section 2. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Franco, Evaluated by:

B. Donald P. Massoud (cont'd)

classroom situation where we can experience good Portuguese.[1] In this way we could fully use the constructions we have learned and not wallow around trying to talk Portuguese with those who are experienced where we utter two or three sentences and are not able to continue the conversation. Of course, as we progress through the weeks, we are able to converse more outside of class, but each day we should be forced into a classroom situation to speak and listen to Portuguese at our level.[2]

C. Leonard Medeiros

Suggestions: 1) One or two classes devoted to using the language conversationally. More board work would have helped.
2) Source of additional instruction on further explanation of the difficult lessons. Tight schedule prevented this from happening.
3) Cut down on some drills and use lab to correct errors. Lab time was extremely limited.[3] One didn't know if the sentence was translated properly or if it was said correctly. Once again, time entered the scene.

III. Course 201A, Section 3. INTENSIVE INTRODUCTORY PORTUGUESE: Dr. Piper Evaluated by:

A. Ann M. Ledbetter

Dr. Piper is an excellent teacher, one of the best I have ever had. I admire the precision with which he conducted the class, using every minute to the full advantage. Because of his knowledge he could have taught this grammar course without preparing, yet he is so dedicated and conscientious that he carefully prepared each lesson for us, thus presenting it in the best possible manner. I don't see how the course could be improved at all, it was so excellent. However, I did not feel the text book was entirely adequate. To compensate for this difficulty Dr. Piper introduced each lesson the day before, so that we would not have to try to figure out the lessons in the book on our own. I would like to see closer coordination among the three introductory language courses.

B. Lewis P. Mendes

An excellent class taught in a superior manner. I would like to see the time taken during the first week to have students write the endings for three verb conjugations in order to emphasize in the students' minds what these endings are and the importance of learning them, especially for students who have never learned a foreign language as such.

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[1] What about Courses 202, Portuguese Culture and Civilization, and 205, Portuguese-English Contrastive Grammar? They constituted eight hours per week of listening to good--perfect in fact--Portuguese "in a classroom situation." Ed.

[2] Ibid.

[3] No, it was not. Ed.

III. Course 201A, Section 3. INTENSIVE INTRODUCTORY PORTUGUESE: Dr. Piper, Evaluated by:

C. Carolyn T. Rodrigues

This was a very intensive course, which was taught in a very clear manner. The amount of material covered was fantastic. I realize that 7 weeks is a short time, but. . . . Since I did have some knowledge of Portuguese when I began the course, it was easier for me in some respects. I didn't have to spend a great deal of time on vocabulary lists because most of the vocabulary was familiar to me. I could concentrate on verb tenses, conjugations, and usages in which I needed practice. Dr. Piper was excellent and always willing to help us.

D. Sr. Irene D. Silvia

I know I am going from the Institute with a much greater knowledge of the Portuguese language due to the excellent instruction of Dr. Piper. My only problem was that there was not enough time to do the "outside of class" studying that I feel I needed.

IV. Course 201B, Section 1. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Corrêa, Evaluated by:

A. Luis R. Alvelais

The class was a fine one. A good reinforcement for what is introduced in 201A. Teaching methods were very fine and produced good results.

B. Ricardo Arenas

Recommendations: 1) Closer supervision and coordination of this class with the contrastive grammar course, 2) Spend one half the hour with the instructor with the second half of the hour in the lab.

C. Carmen Lago

The following were in my opinion the strong points of the class: 1) Prof. Corrêa knew her subject very well and could frequently reinforce or clarify grammar points, 2) Prof. Corrêa was a native and could therefore add cultural information to what was being learned, and 3) Prof. Corrêa had a good rapport with the class. I am not sure whether my criticisms are of the method suggested by Abreu or of the course but they are: 1) There was little variety in presentation because the class went right with the book, 2) Some of the drills or sentences were too complicated to be handled orally, and 3) Some students were called on much more frequently than others. If this method of staying closely with the book must be used, I would suggest that, rather than going up and down rows having individual students make changes and then going on to the next sentence, there may be more total class or unison repetition. There appeared to be too much individual repetition and not enough unison participation.

D. Sarah Martin-Pereira

Miss Corrêa presented her material beautifully as her Brazilian Portuguese was, of course, the model. She was insistent upon our being accurate and quick in our responses and she kept the standard of performance very high. She showed patience balanced with severe demands. Her sense of humor was delightful, and the informal and relaxed manner with which she conducted the class

IV. Course 201B, Section 1. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Corrêa, Evaluated by:

D. Sarah Martin-Pereira (cont'd)

lent a freshness and offered a let-up in the rigorous routine of the day. We could say in summary of the experience that we found here a clear opportunity to prove the adage once suggested by Anatole France in a short story dealing with methods of teaching a little boy the fundamentals in primary school: "S'instruire en s'amusant." We learned rapidly while having fun. This is a tribute to the audio-lingual method and its effectiveness when utilized by a skillful, thorough and exacting task master. Miss Corrêa added charm and gaiety to the learning experience for all of us.

E. Kenneth G. Wallace

Prof. Corrêa's excellence at putting the student at ease in the audio-lingual class was most noteworthy. The Abreu text is very good for the audio-lingual method. However, the second person forms of the verb are lacking and the grammar explanation is minimal. In my opinion it should be supplemented with another text--but not Williams since there is too much difference particularly in use of accent marks and vocabulary which is not in use. It is absolutely necessary to practice in the language lab as well as to practice in the classroom in order to gain proficiency in speaking. It was in speaking Portuguese that I felt the greatest overall improvement. This, by practicing in the lab and by speaking Portuguese whenever possible. At times, I found it necessary to spend two sessions on a particular day's assignment once before the class and once after the class session. A suggestion for the future is to have the group respond first by repeating each sentence, then to check for individual responses. This would activate the entire class for a greater length of time during the period. Another suggestion is to spend extra time(possibly in the lab) with more of the pronunciation practice drills used in Abreu. This should occur during the first half and should include both texts to eliminate or correct mispronunciation at the beginning. Prof. Corrêa's individual attention both in the lab and in the classroom, to the student plus her rapport with the students enabled the student to feel less embarrassed about making mistakes. She is an excellent instructor for the audio-lingual class.

V. Course 201B, Section 2. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Franco, Evaluated by:

A. Lionel B. Goularte

Excellent instruction - request some time for more writing of class instruction.

B. Donald P. Massoud

Good text. Very helpful, especially with the lab work for pronunciation. No recommendation for change.

C. Leonard Medeiros

Suggestions: 1) Drills used were very good in most cases. Some words were tongue-twisters. More time spent in lab would have helped to correct the problem words. 2) Reading the stories in Abreu were most enjoyable but little time given to full understanding due to material yet to be covered in the one hour. 3) One hour might be put aside for better understanding and enjoyment.

VI. Course 201B, Section 3. INTENSIVE INTRODUCTORY PORTUGUESE: Prof. Teixeira, Evaluated by:

A. Ann M. Ledbetter

Prof. Teixeira is very competent in the audio-lingual method. He is gifted with a very keen linguistic ability, which makes him an excellent instructor. This course helped me more than the other 2 beginning language courses because of its audio-lingual nature, and because of the fine way it was presented. I am especially grateful for the small class size. The text was not correct for Continental Portuguese, which caused some confusion and was a little annoying. The three beginning sessions should have been more closely correlated.

B. Lewis P. Mendes

Also a topnotch course. Early in the program use of a tachist-o-scope would be a good way to reinforce the learning of verbs. This would demonstrate to the student right on the spot if he is right or wrong, and allow him to make immediate corrections. At times the subtleness of certain verb endings leaves a doubt in students' minds as to whether an r has been pronounced or not and if it has been--should it have been or not. The tachist-o-scope with the conjugation of the verb being learned would be a big help.

C. Carolyn T. Rodrigues

The aural-oral section was very valuable to me, because I have always been timid about speaking the language in front of a peer group--too proud to make a mistake. Prof. Teixeira made us work very hard, but I didn't have a fear of making a mistake. We were not allowed to use our texts and therefore had to think, not just read or parrot responses. We were made to feel at ease in using the language. Prof. Texeira was an excellent teacher and I know we all got a great deal from his classes.

D. Sr. Irene D. Silvia

This course was most profitable and enjoyable due to the excellent instructor of the course, Professor Teixeira. I would have liked to have had more time in the laboratory for the speaking and pronunciation that I feel is much needed in my case. I believe this lack of time was due to the fact that we had too many courses for the limited time of seven weeks. My greatest need at this time I feel is learning the Portuguese language first and then English as a Second Language, Linguistics and Portuguese-English Contrastive Grammar.

VII. Course 202, PORTUGUESE CULTURE AND CIVILIZATION: Dr. Piper, Evaluated by:

A. Luis R. Alvelais

Magnificent!

B. Alfred Alves

Course was presented in such a manner with a consideration for the heterogeneous grouping. The outline of lectures and five minute summaries were an excellent method of course presentation. I personally am grateful for having been exposed to such a professional educator. I also am grateful that he agreed

VII. Course 202, PORTUGUESE CULTURE AND CIVILIZATION: Dr. Piper, Evaluated by:

B. Alfred Alves (cont'd)

to allow participants the privilege of having copies made of his lectures and summaries for these tapes will certainly be of value to us as teachers of Portuguese. I can not see any area in which course could have been improved.

C. Ricardo Arenas

Well organized course with excellent guide sheets taught by a master teacher who inspired. What needs to be said, has been said. This course is outstanding credit to Dr. Piper and the Director who selected him.

D. Elizabete H. Braga

This course would have been more of an asset to me if it had been more specific. The first part of the course was a review of material which I have studied in Brazil. The second half was more valuable namely because it covered the Portuguese civilization and culture after the independence of Brazil, which was treated superficially during my university studies. Dr. Piper's methods were excellent and he is a very capable professor.

E. Mary T. Carvalho

An outstanding course. Dr. Piper's presentation of the course was excellent and complete. His wonderful daily outlines were of great value to the participants, in particular to the beginning students of Portuguese. I believe the beginning students of Portuguese (those who knew no Portuguese) would have been lost without the outlines.

F. Sr. Sarita Córdoba

Kudos for this professor! This course was systematically outlined and the material presented in a scholarly manner by a scholar who obviously is dedicated to his work and who can inspire in those privileged to be in his classes a love for Portuguese culture. We need more like him!

G. Heraldo G. Da Silva

This was my favorite course. Objective, comprehensive, informative and taught with "life and soul"! Excellent job.

H. Sr. Irene Escobar

E que dizer das aulas do Senhor Dr. Piper? O meu comentário é apenas uma pequena parcela que quer juntar-se ao grupo das vozes de todos os participantes para fazer retinir com maior vibração os louvores dêste excelente professor. Não só aprendemos a cultura e civilização nessa hora de aula, mas vivemo-la e sentimo-la bem fundo.

I. Donald Goldsmith

An excellent course presented by a very competent professor who added much to the course with his very pleasing personality. The pace of the lectures and the careful and well-prepared manner of presentation made it even easy for the beginning participants to understand most of the material being presented.

VII. Course 202, PORTUGUESE CULTURE AND CIVILIZATION: Dr. Piper, Evaluated by:

I. Donald Goldsmith (cont'd)

This comment was made to me by several of the first level participants. However, since most of them were unable to also take adequate notes during the lectures, I feel they should have taken a different type of exam and have been evaluated on a different level from those in the advanced group who had either taught Portuguese or were native speakers.[4] I plan to use the short recorded summaries of the lectures as the core of my Portuguese culture course for Portuguese II. Texts for the course were well chosen as were the mimeographed materials used.

J. Lionel B. Goularte

Excellent, informative, instructional, and well planned.

K. Victor J. Huser

This was an excellent course, well planned and well delivered. The daily outlines were a great help. I think that the inclusion of The Lusiads was perhaps a bit too ambitious, but I'm glad he did it. Outstanding course in general.

L. Carmen Lago

I can't imagine where I could have obtained as complete an introduction to Portuguese culture and civilization in such a short period of time as I did through this course. The following are in my opinion the items which contributed to the success of the course: 1) It was extremely well organized. The outlines and the tapes were invaluable to the students. The two books which we were required to read were coordinated with the material being presented in class. 2) When we discussed literature, we went directly to the source and read samples of the material in class. When we discussed art, we saw what was being said in actual photographs. 3) The tests were excellent in that they tested one's general knowledge of the subject. Even the objective questions were constructed not to test the student's ability to recall a name or a date but rather to test his total understanding of the subject matter.

M. Ann M. Ledbetter

OUTSTANDING! One of the most fascinating and informative classes I have ever attended. The planning and timing was excellent. The dynamic personality of the instructor made the material very meaningful. The topical outlines and the taped summaries were a great help, especially for the beginning students in Portuguese. The lectures were delivered in a manner that could be understood, even by the person not fluent in Portuguese. The material covered and the outside reading was very well chosen.

N. Sarah Martin-Pereira

Dr. Piper is the exemplary teacher. He is what every teacher of a foreign

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[4] They were. Ed.

VII. Course 202, PORTUGUESE CULTURE AND CIVILIZATION: Dr. Piper, Evaluated by:

N. Sarah Martin-Pereira (cont'd)

language would like to be. The thoroughness of his preparation, the scholarliness of his research, the breadth and depth of his coverage of the Civilization and Culture of Portugal gave eloquent testimony to the erudition of the professor. The content material presented was so vast and profound that had it not been for the outline sheets presented to us at the beginning of each class hour, we could not have followed him inasmuch as the speed with which he had to carry the work was so demanding. Although it was difficult to understand too much of his first lectures (for the beginners) because of the inexperience with the language, we certainly profited so much by listening and straining to catch it all. We had to "learn by doing" again. We made much progress in the seven weeks and enjoyed the beauty and the drama of spoken Portuguese, the only suitable instrument by which properly to present the Portugal story. The assignments although full were not excessive, and the manner in which the teacher illustrated in class references to original texts, explaining the fine points, or the areas of focus, illuminated the lesson and heightened the appreciation. On the negative side, I have only two comments to make. The tests would have pleased me more, if Dr. Piper had allowed students to select two or three areas to discuss in some depth. The essay type questions were beautiful as he did present them for one or two parts of each test. I like to think of a quiz as being part of the learning process. The essay questions provided for that. The objective question did not. (I realize he needed to find out what broad coverage of tiny facts we had achieved, and also he had to be able to grade them in a brief space of time.) However, I am not one to spend time and effort on each detail that seems not to have a bearing on the overall thrust of the course, thus a matching of the sort we had disappointed me. Perhaps I am alone in this complaint. Too much quantity inclusive of so many fine bits of detail, was thrust at us the last three days in class. It was exhausting and discouraging, but no doubt it was a matter of time again. In summary, the course was inspirational, it achieved its designed goal if that was to win our loyalty and our love for all things Portuguese, and to broaden our understanding and widen our perspective as we seek to become teachers of Portuguese.

O. Donald P. Massoud.

One of the best courses I have ever sat in on. Extremely interesting. The lectures were alive and the presentations were clear. Most of the credit must go to the professor who is not only a fine gentleman and scholar, but the best lecturer I've heard in any college. My only recommendation would be that if this course is offered again, Dr. Piper should be the man to teach it.

P. Maria Otilia Melo

Dr. Piper is a real teacher. His material was very well prepared. Eveyone could understand him. He spoke in a very good and clear Portuguese. He gave us a very clear and specific understanding of Portuguese culture and civilization from the beginning of Portuguese history. From his lectures I certainly increased my knowledge very much.

Q. Leonard Medeiros

Suggestions: 1) Course involved coverage in depth; excellent in every way,

VII. Course 202, PORTUGUESE CULTURE AND CIVILIZATION: Dr. Piper, Evaluated by:

Q. Leonard Medeiros (cont'd)

but one hour could have been devoted to the group. Absorbing the culture should allow time for appreciation. No time for discussion. 2) Conflicting time for use of tapes. Decision to make drills or lecture, or both!

R. Lewis P. Mendes

This class has made me aware of many facets of Portuguese history and culture that I wasn't aware of before. It was a very informative class taught by a topnotch instructor who proved among other things that the acoustics in F114 are adequate for the speaker who is aware that he is speaking to an audience. At present I don't envision any way of improving upon this class. I'm afraid that to try to do so would be a disservice. On the basis of this class I'll be able better to express to students of Portuguese and Portuguese history the colorful heritage of these people.

S. Sr. Maria Anjo Oliveira

Excellent--This is the best course and most extensive one I have ever followed. The professor was very well prepared. I have always wanted a course in Portuguese culture and civilization. I am most grateful for the overdose I received in Dr. Piper's class. We had a lot of reading to do but it was worth it. I suggest that a course like this be included in future Portuguese Institutes for there is always something to learn concerning the culture and history of these people we work with. The tapes we are taking home with us are priceless. Concerning culture I would like something in the line of the people's music. Would it be possible to have a course in songs and dances of the Portuguese? I'd love it.

T. George Pontes

This course was the most well explained and well taught of the Institute. The professor's competence and his excellent preparation reveal unbelievable dedication. A truly admirable educator and a very fine human being. Many plaudits to this humane and sage professor. One post script: Less reading for the course would have made it more enjoyable!

U. Carolyn T. Rodrigues

When I began the Institute, I knew very little about the culture and civilization of Portugal. I knew the names of some people and places, but to me they were just names without meaning. Dr. Piper's lectures were so well organized and interesting that we all looked forward to this class each day. He had such a love for his subject that it came through strongly to his students. He was aninspiration to us to want to learn more about Portugal and the Portuguese people. He is certainly an amazing man and will always be regarded by me with the highest admiration and respect. I feel honored to have had him as a professor.

V. Sr. Maria Aurora Silveira

Um curso magnífico!!! Dr. Piper apresentou o material muito completo, com muita vida e animação. Além do curso propriamente ensinado, todos nós aprendemos, pelo menos fomos grandemente estimulados a aprender, mas suas aulas, a importância que o Sr. Dr. Piper deu à crganização e união da matéria,

VII. Course 202, PORTUGUESE CULTURE AND CIVILIZATION: Dr. Piper, Evaluated by:

W. Sr. Maria Aurora Silveira (cont'd)

à preparação consciente e apresentação viva. Foram-nos muito beneficiais os "outlines" de cada lição que êle nos deu.

X. Sr. Irene Silvia

This course was excellent for participants who could speak Portuguese well, but for those of us who have a limited vocabulary, I feel that we lost out. Dr. Piper is a tremendous teacher and I feel that for this fact I did get very much on the culture and civilization of Portugal, but would have received much more if the course could have been given in English.[5] Or perhaps it should have been limited to the Portuguese speakers.

Y. Sr. Mary Adele Thomas

An excellent course. I learned more about Portugal in this one course than I ever anticipated knowing. It was well prepared and organized. There was plenty of work attached to it, but you didn't mind the work because you could see the results. I think this course should be kept on the schedule of courses for future Institutes.

Z. Mary T. Vermette

It was a privilege to be able to be a student in this course. I believe we all learned more than the subject matter. We learned what it is like to be taught by a true professional, by a man of the highest personal and educational ethics, a man who is throughout his being, a teacher. I'm certain that each one of us resolved to try to become a little like him, in order to become better ourselves. Regarding the course itself, it is a must for an Institute. How can anyone teach a language without being aware of the people who speak that language? It would be like teaching in a vacuum.

AA. Kenneth Wallace

Dr. Piper is one of the most dynamic lecturers. His very well prepared lectures were most informative. At first it was rather difficult to take notes, however, as we became more "Portuguese" this difficulty decreased. I feel that I have learned very much about the Portuguese world. It is an unforgettable class because of his superior preparation and presentation of material which made a living experience of Portuguese culture and civilization.

BB Eugene M. Wellsfry

An extremely valuable presentation both as to content and delivery. Between the daily outline, the class lecture, and the recorded material, including the resumés, the student was given a very clear, well-organized picture of Portuguese culture and civilization. Without doubt, Dr. Piper is an outstanding teacher, demanding of himself and his students.

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[5] No, it embodied "listening Portuguese by learning" for the beginners. For them, the language learning experience came first. Any substantive knowledge acquired, while a real benefit, was secondary. The writer of this evaluation is referred to those of her colleagues in the basic language sequence. Ed.

VIII. Course 203, Section 1,ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION: Profs. Rocha, Marane, Corrêa, and Interns, Evaluated by:

A. Luis R. Alvelais

Prof. Marane deserves applause for her good work. A second reinforcement of 201A. The sequence of 201A, B, and 203 is excellent.

B. Ricardo Arenas

Intensive course. Writing and rewriting the exercises was one of its strengths.

C. Carmen Lago

This course was especially valuable after we stopped changing professors each week and had exclusively Prof. Marane. In this class we reinforced what was learned in the morning classes. In my opinion Prof. Marane's technique was very effective because: 1) We were always writing either at our seats or at the board. In addition the person who wrote at the board was out of view until we went to correct the material so that there was no tendency to just copy. 2) We always corrected the mistakes on the board in Portuguese. In addition, correcting the errors of somebody else helped us to find our own. In addition, Prof. Marane was always very well prepared--she obviously did a great deal of extra work for the class. My only suggestion would have been that we have a bit more conversation in the class.

D. Sarah Martin-Pereira

This course provided the test of the success of our entire summer at the Portuguese Institute. I felt that if I could perform adequately well in this course, I could be satisfied. I believe that I did.[6] I believe that my progress in each course could be measured to some extent by whether I did well here. Miss Marane's dedication to the purposes of the Institute took on concrete visibility in the many ingenious methods she devised for providing us with review as well as new and broadening experiences in the use of vocabulary, constructions grammatically, spoken Portuguese, pattern drill both written and oral, and free composition work. Sally Marane provided us with enrichment materials, specialized vocabulary for given settings and scenes. She added idiomatic usages thoroughly up-to-date. The special assignment which each of us volunteered to do when she inquired if we wanted to, added another dimension to our development, and if they can be duplicated and distributed among us all, we will have each learned something additional about how to present lessons on letter-writing, the teaching of close and open e or o in verbs of all three conjugations, classroom greetings and directives in Portuguese, and a few other things to meet the expanding needs of foreign language teachers in the classroom. I particularly liked the way she shared focus evenly on all the students, allowing for each of us to have his special areas of weakness corrected. The tests she gave us were masterfully designed, permitting the teacher to ascertain the depth and extent of our knowledge on a variety of items without its being too long or burdensome. They met the highest standard of current methodology, and furthermore served as a learning experience in themselves. Miss Marane's Portuguese is beautiful and her classroom manner was gracious.

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[6] This assumption on Dr. Martin-Pereira's part is entirely warranted and correct. She performed outstandingly. Ed.

VIII. Course 203, Section 1, ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION: Profs. Rocha, Marane, Corrêa, and Interns, Evaluated by:

E. Kenneth Wallace

The composition class presented by Prof. Marane provided a reinforcement for material presented in courses 201A and 201B during the morning. Beginning with easier material we progressed to being able to write short compositions. There were a number of ideas gained from this class that I plan to use in my classes. Generally, the class was beneficial and should be conducted similarly in the future. Conversation was rather limited. Perhaps more time could be allowed for conversation particularly with the small number of participants (8) in this class. Conversation outside of class was very definitely beneficial and is a must for the participant to become fluent in Portuguese.

IX. Course 203, Section 2, ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION: Prof. Rocha, Evaluated by:

A. Lionel Goularte

Excellent instruction--this class should have been two hours in length. Benefited greatly from his classroom conversation method used in this class.

B. Ann M. Ledbetter

I am grateful to Dr. Andrews for transferring me to this class so that I might have the opportunity to do extra compositions under the direction of Prof. Rocha. I benefited greatly from this individualized assignment. Prof. Rocha is an excellent instructor. I especially enjoyed his enthusiasm and the individual help he gave me. I profited from the extra grammatical explanations and supplementary vocabulary he gave the class. The 3 beginning language courses should have been more closely correlated.

C. Donald P. Massoud

Excellent approach in that it ties in exactly with what we learn in the morning.

D. Leonard Medeiros

Suggestions: 1) More board work and correction while there, 2) Help from some capable person to show, beyond the one time, how to use certain phases of the lesson, 3) Another hour in this area would have been helpful to a beginner, 4) One hour could have been spent in the lab for the reading portion of the lesson. Hearing yourself read, then speaking, helps to check on your weaknesses once you have heard it done right.

X. Course 203, Section 3, ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION: Prof. Corrêa and Interns, Evaluated by:

A. Lewis P. Mendes

For those learning Continental dialect and those learning a Brazilian dialect I feel that the 3rd week is too soon to start confusing spelling with the pronunciation of the other dialect, especially when the teacher has not been clued in on the differences in the use of accent marks. After the second Brazilian instructor came it could have become an impossible hodgepodge if there hadn't been the use of the Luso interns. To have a class of intensive Introductory Portuguese in the morning taught in a fairly neutral manner

X. Course 203, Section 3,ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION: Prof. Corrêa and Interns, Evaluated by:

A. Lewis P. Mendes (cont'd)

but one which used the Luso pronunciation followed by a very Luso-oriented session is O.K. but to follow these two with Brazilian is a little bit conducive to confusion at the early stages.[7]

B. Carolyn T. Rodrigues

This was, for the most part, a very good course, For the first 3 weeks we had one teacher each week. For the last 4 weeks we had Prof. Corrêa for 3 days each week and student for the other 2 days. The fact that we were a Continental group taught often by Brazilian teachers led to no problems at all. Miss Corrêa was an excellent teacher who brought more to the course than just teaching the required material. I learned a great deal with her.

C. Sr. Irene Silvia

This course was excellent, but I would have liked more time for much needed practice in both composition and conversation.

XI. Course 203, PRACTICE TEACHING BY A-LEVEL REPEAT PARTICIPANTS: Evaluated by:

A. Sr. Sarita Córdoba - Section 1

This course was of practical help to me since the subject matter I will be teaching this scholastic year was presented by experts. However, it is not obvious to me how my participating as an intern contributed significantly to the growth of the students.[8]

B. Donald Goldsmith - Section 3

A very rewarding experience as one of the Interns in the 203(S3) class. We were given the opportunity to teach a different type of student from the ones we meet at the high school level.

C. Mary T. Vermette

I don't believe this course was well-correlated. The students were told conflicting rules, and as a result were confused. Even though many things are allowable in a language, the student must have set patterns in the initial stages. Otherwise, what results is confusion.[9]

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[7] See, however, the following evaluation. Ed.

[8] The Director and other members of the staff who observed Sister Sarita agree that she taught this class in an outstanding manner during her period of internship.

[9] See, however, the following evaluation. Ed.

XI. Course 203, PRACTICE TEACHING BY A-LEVEL REPEAT PARTICIPANTS: Evaluated by:

D. Eugene Wellsfry

While this course was still being taught by interns I participated for an entire week. I enjoyed working with my colleagues and they seemed to reciprocate. I felt it a well-coordinated program in which the intern was informed as to what he was expected to teach. We were expected to reinforce what had been taught in the classes of the day. It was a very rapid pace, but the students on the whole seemed able to handle it.

XII. Course 204, INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS: Dr. Bourg, Evaluated by:

A. Alfred Alves

Course was interesting because we discussed the problems of minorities in today's society. It also made us look into our own areas to see the predominant problems in regard to minority groups. It was interesting to write a paper in this area because it required deep thought and reflection; however, of greater importance to me was to hear the professor's analysis after reading all of our papers. His analysis presented a synopsis of the ideas most frequently presented in our papers. I certainly hope participants will receive a copy of the professor's analysis at a later date.[10]

B. Elizabete H. Braga

His course was very interesting on Culture about Sociology of Minority Groups. It was something different from the others. We related many of the problems of the Portuguese immigrants to members of established minority groups. His approach was very interesting.

C. Mary T. Carvalho

An excellent and provocative course. Dr. Bourg's technique in getting the participants involved in the discussions in class gave reality to the problems of the minority groups. I believe the class learned much about the Portuguese in the U.S.A. that they were not aware of. Although the course was on minority groups, the large attendance of participants of Portuguese origin brought out many of the problems the Portuguese had to face in the U.S.A.

D. Sr. Sarita Córdoba

Because of the present day focus on Minority Groups a course on the sociology of these groups is highly beneficial, especially to a teacher. The professor handled this explosive subject objectively, tactfully, and with expertise. I would suggest a follow-up course on the Introduction to the Sociology of Minority Groups in a future Institute.

E. Heraldo G. Da Silva

Informative and should always be included in Portuguese Institutes.

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[10] They did. See Appendix M [pp.215-217]. Ed.

XII. Course 204, INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS: Dr. Bourg, Evaluated by:

F. Sr. Irene Escobar

As aulas do Senhor Dr. Bourg foram de alta relevância de grande entusiasmo e creio que muito proveitosas para todos. Sentimos bem que este professor fala com conhecimento profundo do campo em que trabalha e sabe transmitir a sua mensagem com rara clareza.

G. Donald Goldsmith

A careful analysis of the problems facing minority groups with suggestions towards their solution. We were made aware of minority groups in our own communities which many of the participants didn't realize actually existed. Some sort of text would have been a valuable asset to the course. Most of the discussion centered around the problems of the Portuguese minorities which did not allow for participation of members of the class who do not live in the areas of Portuguese population. The Mexican-American problem should also have been discussed.

H. Lionel B. Goularte

An interesting and informative class regarding the religious and cultural life of minority groups.

I. Victor J. Huser

The course was rather loosely structured. Dr. Bourg is apparently an expert on Negro affairs, but the Portuguese minority faces a different situation than do the Negroes. Thus, many of his comments and cases were rather irrelevant. At four o'clock in the afternoon we were pretty tired, and Dr. Bourg's voice surely was monotonous at times. Although Dr. Bourg's expertise on Negro problems is recognized and appreciated, could it not be that someone acquainted with Mexican-American minorities could serve better here?

J. Ann M. Ledbetter

Dr. Bourg is talented in stimulating and directing group conversation. This enabled the class members to contribute their knowledge and impressions of minority groups and in particular of the Portuguese. The informal spontaneous nature of the class was good. I especially liked the field trip. Most of the material was not directly applicable to my preparation for teaching, or even to my understanding of the Portuguese people.[11] Although it was interesting, I feel my time could have been more profitably spent on an additional language course.

K. Donald Massoud

Very good course, extremely interesting. We were able to bring in many of our personal experiences with the Portuguese, Portuguese immigrants, Cape Verdeans, and other minorities that we have come in contact with. No recommendations for improvement.

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[11] Note that this is not the opinion of the Portuguese immigrants themselves in the course.

XII. Course 204, INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS: Dr. Bourg, Evaluated by:

L. Leonard Medeiros

Enjoyed the class very much, but would have enjoyed an outside person visiting to tell us how it is. Suggestion: 1) Two hours per week would have been sufficient, 2) One assignment in current reading could have been added.

M. Maria Otilia Melo

I enjoyed Dr.Bourg's sociology class very much. I became aware of all the differences that exist within minority groups here in this country.

N. Lewis P. Mendes

A very informative course. The informal manner of discussion was very good. As Dr. Bourg continues to develop his ability to bring the stray discussers back to the point in question I feel that the class will continue to improve. The highlight of the class was Dr. Bourg's summary of the papers written by the students. If the secretary gets this paper typed so that all of us have it then we will have really gained some invaluable information.

O. Sr. Maria Anjo Oliveira

This was my first course in sociology and therefore I received much valuable information from it. The professor knew his subject field very well and how to present it in a meaningful way. During the course we went on a field trip to Fisk. This was educational in itself and I think more of these would be good. This course, I feel, tied in very nicely with the culture and civilization course.

P. George Pontes

Attending this course was a rewarding and refreshing experience. The professor's gentle and kind manner coupled with his extensive knowledge of social problems proved a profitable learning experience.

Q. Carolyn T. Rodrigues

Dr. Bourg conducted an interesting class. He certainly knows his material and was always open to questions and discussion. Our field trip to Fisk University was very worthwhile. In this class we had many discussions in which everyone participated because we were made to feel that our opinion counted!

R. Sr. Maria Aurora Silveira

Excellent course! Very good participation in class. Most interesting and very broad. Dr. Bourg conducted this course most pleasantly as well as most intelligently.

S. Sr. Irene Silvia

This course was excellent and gave me a better understanding of the problems of the minority groups.

XII. Course 204, INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS: Dr. Bourg, Evaluated by:

T. Sr. Mary Adele Thomas

This was a fine course and a very informative one. I have no suggestions for this course, since my knowledge is very limited in this field. I do think it should be kept on the Institute list of courses.

U. Mary T. Vermette

A thought-provoking course. Again, the participation of the members of the class in telling their experiences was very rewarding. At times, it was a bit traumatic to realize how the situation is, sociologically speaking, as regards these groups. The course was really worthwhile, especially for those of us in areas with great Portuguese immigration.

V. Eugene Wellsfry

The lectures, field trips and practical application to existing social problems that we all are facing, was enlightening and well presented. The lectures were given late in the day when we were all tired, and that was probably the most opportune time in view of the whole program of the Institute.

XIII. Course 205, PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR: Dr. Reinhardt, Evaluated by:

A. Luis R. Alvelais

An excellent course. Instead of a fixed organization, Dr. Reinhardt seemed to be consulting with other teachers and covering those areas where beginning students were having most trouble.

B. Alfred Alves

This course was of immense value to me as a teacher of Portuguese. It introduced me to linguistic symbols to be used in pronunciation. I believe every language teacher should have a course in linguistics. The course introduced me to a world of grammar problems which I as a teacher have never considered or have been aware of. However, I now feel that I could explain these problems if the above average student should confront me with such problems. I feel that handouts to explain material should have been handed out earlier rather than find myself in confusion. I was lost at first with material but handouts were an excellent synopsis of a wealth of material which could have cleared any confusion during early stages of the course.

C. Ricardo Arenas

Outstanding instruction. Even though my novice Portuguese did present problems at times the course should definitely be taught in Portuguese. I would recommend that this course be mandatory for participants and staff alike. The grammar and composition instructors should conduct their courses on the basis of what was presented in this class. In other words, any differences that existed in Williams and Abreu's work with respect to use of accents, syntax, pronunciation, should have been cleared in the minds of staff members with the help of the professional linguist on the staff. Evidence of this lack was obvious in the frequency of problems which arose in the class and

XIII. Course 205, PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR: Dr. Reinhardt, Evaluated by:

C. Ricardo Arenas (cont'd)

the consultation of novice instructors with Dr. Reinhardt.

E. Elizabete H. Braga

Dr. Reinhardt was one of the most interesting professors with regard to his presentation.

F. Mary T. Carvalho

This course was very constructive and it provided many answers to questions and problems not generally explained in text books. Dr. Reinhardt's presentation of the course was very clear and stimulating.

G. Sr. Sarita Córdoba

I found this course of invaluable help not only in my personal problems of learning Portuguese but also in specific areas of teaching Portuguese, such as: in contrastive pronunciation, tense usage, plus that subtle trap: the apparent cognate.

H. Heraldo G. Da Silva

This course was useful, but it could have been more contrastive. It tended to be more a course in Portuguese phonetics and morphology than in contrasting both grammars. There was some contrast done, but I would like to know more about the specific problems of an English speaking student learning Portuguese.

I. Sr. Irene Escobar

A impressão que o curso do Senhor Dr. Reinhardt me deixou foi excelente, pois não só conhecia e preparou o seu material, mas soube comunicá-lo à classe com grande entusiasmo e precisão.

J. Donald Goldsmith

This course was well presented by a very competent and exacting instructor. He explored with minute details all of the intricacies of Portuguese grammar. The first part of the course was a repetition of the linguistics we had covered in the 1968 Institute. However, the second half of the course dealing specifically with grammar and structure problems was valuable to me as a teacher of Portuguese. I still feel that this course should be conducted in English for the participants who are experiencing Portuguese for the first time.[12] It is very frustrating to misunderstand an explanation or misinterpret a Portuguese grammar concept when concentration is focussed on translation of the material presented.

K. Lionel Goularte

The first three to four weeks had me lost in this class. As a beginning Portuguese student I was unable to understand the class lectures. May I

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[12] See, however, the opinions of Messrs. Alvelais and Arenas (above), both beginners in Portuguese. Ed.

XIII. Course 205, PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR: Dr. Reinhardt, Evaluated by:

K. Lionel Goularte (cont'd)

suggest that for next year an English and Portuguese class outline be distributed so as to assist the beginning Portuguese students.

L. Victor J. Huser

The chief value of this course was in Dr. Reinhardt's presentation of the sound system in spoken Portuguese. The presentation was concise and appears to be very accurate. This really helped us non-native speakers. The second half of the course was rather vague in its purpose. The various grammatical points that were covered were done in a superficial manner and really added nothing to what was already being done in the various grammar sections.[13]

M. Carmen Lago

Course 205, Portuguese-English Contrastive Grammar, was a valuable course for the following reasons: 1) It appeared to be co-ordinated with our beginning grammar course. The material handled in grammar class was reinforced and covered then in detail. There was, of course, a different emphasis--in Course 205 we discussed the grammar as professionals (teachers of Portuguese). I have underscored "discussed" in the previous sentence because discussion was the technique frequently used--we were not just given solutions but rather we reached our own conclusions and used our own examples. This approach makes the course more meaningful. 2) Again speaking of technique, Dr. Reinhardt introduced some points which were difficult for many in the class, but which proved very helpful. He did this by introducing the material one week and then re-introducing it quickly a week or two later after we had had an opportunity to familiarize ourselves with it. 3) The course was also tied with Course 206 frequently. The only problem which I noticed is not one which can be corrected by the Institute. This arose from the fact that, as I mentioned previously, this course was geared to the professional or teacher of Portuguese. It appeared that some of the participants did not have an adequate background in foreign language to comprehend what was being discussed on occasion.[14]

N. Ann M. Ledbetter

This was a very valuable course in preparation for teaching and also in gaining more understanding of Portuguese. Valuable information not found in text books was especially helpful. We were encouraged to think through problems and trained to carefully observe the language for teaching purposes. Because of the complex nature of the course, it was not suitable for beginning language students.[15] I would like to suggest that the course be divided into 2 sections one for native speakers or advanced students, and one for beginners. If this

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[13] This participant was not enrolled in any of "the various grammar sections." Ed.

[14] The participant's reference here is to concepts, not to the spoken language. She was in fact a beginner in Portuguese herself. Ed.

[15] This participant is referred to the evaluations of the course by participants in the beginning language sequence. The overwhelming majority of them disagree completely with this statement. Ed.

XIII. Course 205, PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR: Dr. Reinhardt,
Evaluated by:

N. Ann M. Ledbetter (cont'd)

is not feasible at least summaries of the lectures could be handed out, preferably in English for the first few weeks anyway.

O. Sarah Martin-Pereira

Evaluation of the course: This course was very valuable to the participants. It offered the history, development, the trends and characteristics of a Romance language, with special attention to Portuguese. An understanding of the principles involved served to give perspective to students of Portuguese. Contrastive grammar brought to light areas of confusion and ignorance of which many teachers of Spanish or Portuguese had not been aware. Certain basic principles were seen under a new light (in morphology, phonetics and syntax). Greatest satisfaction from a practical point of view was gained in the second half of the course.
Method of presentation: The entire course was presented in Portuguese from the outset leaving many of us who did not know Portuguese well with a sense of being left out of the picture because often examples to illustrate rules, laws and principles were from Portuguese words or constructions so unfamiliar to beginners. Advanced students who could handle their questions in Portuguese had the advantage because some of us who could only speak out our inquiries in English (or Spanish) were reticent since the vogue and requirements were set for Portuguese only. Often we sat silently in a moment of frustration. Fortunately, Dr. Reinhardt's manner was informal and relaxed, and the warmth of his personality contributed much to lessen the strain and reduce the tension. Perhaps a summary statement in Portuguese could be handed the students at the beginning or at the close of the hour. This would explain points we had missed in the lecture. One procedure leading to great satisfaction was the teacher's printed sheet of suggestive questions to be studied before the test, and concerning which he volunteered to meet anyone so inclined for an extra session the day before the exam. Nearly the entire class showed up, and we profited greatly by this guided review. Also the question sheet gave students an opportunity the night before to study intelligently and to ascertain their own weaknesses and strengths. . . . The learning situation was greatly enhanced thereby. In trying to imagine how to avoid the first few days of frustration due to the uneven distribution of types of students with such a varied background in Portuguese, if two separate sections of the same course could have been arranged for this large class, some of the material might have been given in English, or presented at a much slower pace for beginners. However, even such a plan might not have been desirable, for when certain units of work were presented bearing on points in syntax where teachers of Spanish or French could draw upon their background of knowledge equally well for the understanding of the principles involved, the factor of uneven training in Portuguese was entirely negated. It was very satisfactory then for all of us to be in one group. Also one recognizes that the John Dewey principle or law of learning--"You learn only by doing"--was being applied effectively here. Thus by the third week of classes our ears had begun to tune better to spoken Portuguese and by continually trying and doing, we found ourselves actually learning to understand more and more. By the end of the course, I believe that nearly all the students were comprehending adequately. Hopefully the grades on the final examinations will bear out my judgment.

XIII. Course 205, PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR: Dr. Reinhardt, Evaluated by:

O. Sarah Martin-Pereira (cont'd)

Strengths in the course: Dr. Reinhardt is a very capable professor indeed in his area of Linguistics and Portuguese-English Contrastive Grammar. His erudition coupled with the obvious personal dedication and high sense of obligation made for an atmosphere of special congeniality and provided a climate of scholarliness that was conducive to learning. The example which he set for his students was wholesome. At every turn there was evidence of the professor's thorough knowledge of his field. I believe the participants were inspired with a sense of duty to try to perform on equally high levels of professional excellence both as students in this program and as teachers in their own schools. The use of Portuguese in every course where feasible had to be a requirement in such an Institute, and perhaps the initial difficulty of "getting around in Portuguese" is just one of the "growing pains" to be expected when one is acquiring a new language in such a short period of intensive effort. I am confident that the prescribed goals were abundantly achieved in this course.

P. Donald P. Massoud

I was thoroughly amazed at the amount of material which was presented that was new to the experienced teachers. There were many times when I was confused but I feel I benefited from the course in that I have a better understanding of certain rules and uses in Portuguese. I felt that I really had to work to learn but it was worth it from a personal point of view. I feel that since this course is Portuguese-English Contrastive Grammar, it should be offered in English. Many people experienced in Portuguese could not understand the terminology of the course. All that I learned personally was translated from the Portuguese to English, and I feel that I have learned much from this course.

Q. Maria Otilia Melo

Dr. Reinhardt is a very competent teacher in the subject matter. He has very clear statements and practical examples. I feel that I learned a great deal from his classes.

R. Leonard Medeiros

In this course the following suggestions might be considered: 1) Material or instruction given should be given to two different levels of achievement; those who are beginners (supportive), and those who are experienced(teachers of a language) should be in a separate group. 2) If a schedule of important topics could have been given to us on a daily basis, it would have helped some members of the group; Portuguese and English sections, i.e., hand-outs. 3) For teachers of the language, the course was excellent. The exposure to supportive personnel was really a learning experience; every administrator should return to school so as to be with the changes taking place in any language. 4) One hour of this program might have been omitted in favor of an extra hour in Portuguese; this being the reason for attending. Why not combine the two classes? 5) Time being of the essence, consideration for any review is limited. 6) Quite possible to have combined both in one and one half hours with the other half hour devoted to clearing any problems. 5) Quite lost for two weeks; I began to see the light up to the final exam.

XIII. Course 205, PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR: Dr. Reinhardt, Evaluated by:

S. Lewis P. Mendes

An excellent course. The instructor knows his material and knows how to get it across even to those who don't have much background in the field. A list of the vocabulary terms used in the course would be a very helpful item for the beginning students (even for many of the advanced) so that we could become familiar with such at an early stage of the program. A small improvement would be to sometimes bring the discussions to a head early in the period so that more time could be spent on contrastive points.

T. Sr. Maria Anjo Oliveira

We had in these classes a professor who not only knew his material but who knew how to present it in an interesting way. There was pupil participation and thus learning was enforced. Statements were drawn from the pupils and general rules concluded from them. This course tied in, in many ways, with course 206. Some of the lessons were similar to course205 except that in the latter it was taught in Portuguese and in course 206 it was taught in English. In this case, I think it would be practical to have more grammar in future Institutes, especially for those who had no grammar class as such this summer.

U. George Pontes

A very basic but surprisingly informative course, very well taught and provocative. However, restricting the class to Portuguese and instructing in Portuguese resulted in comparatively less coverage than would have been realized if the course had been taught in English. I sincerely suggest that a much more profitable method of instruction would have been executed had the class been given a listing of all the technical terms in English and in Portuguese with the clear and full definitions for the terms. This practice would insure, to a much greater extent, understanding of basic statements of explanation made by the teaching professor. In turn, the Institute participants would not hesitate to enter into discussions or volunteer possible answers during class sessions. A methods class, which is at all technical, is no place to press for language facility when the terms are so alien and so uncertain in the minds of the participants. Aside from these honest comments, I must state that the professor knew his subject matter well and strived to help the students whenever possible. Plaudits to this professor!

V. Carolyn T. Rodrigues

This was a very good course. I learned a great deal about the Portuguese language which will help me when I'm teaching English as a second language. However, since I had no background in the terminology, etc. of linguistics it was a difficult experience. Thanks to student study sessions I was able to get much out of it. Dr. Reinhardt certainly was a very qualified and capable professor.

W. Sr. Maria Aurora Silveira

Um curso óptimo! Houve muita participação da classe em geral. Dr. Reinhardt apresentou a matéria com muita clareza e precisão tendo em conta a relação existente entre o seu curso e o 215 do Dr. Vázquez. O curso foi-nos de grande valor prático e teórico.

XIII. Course 205, PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR: Dr. Reinhardt, Evaluated by:

X. Sr. Irene D. Silvia

Though I have a very limited vocabulary in the Portuguese language I must say I did learn a great deal which I know will be of great use to me as a "learner" of the language. Dr. Reinhardt deserves to be commended. He did try to reach each one, knowing that some of us could not speak the language. Had the instruction been in English I may have profited more by it. But in conclusion, it was not time lost and I appreciated every hour of it.

Y. Sr. Mary Adele Thomas

I found this course very helpful. It tied up well with the course (215) in Portuguese Dialectology. I do think that courses 205 and 206 could be combined into one course in Linguistics and that two courses in Linguistics be given on different levels: one, for those who have never had a course in Linguistics and another for those who have been exposed to Linguistics.

Z. Mary T. Vermette

I was very impressed by the manner in which Dr. Reinhardt approached this course. He was exceptionally perceptive to the needs of the participants and organized his lectures accordingly; making it most valuable. The explanations were clear and concise. Most impressive was the fact that the material was pertinent to the problems encountered by those in secondary foreign language teaching.

AA. Kenneth Wallace

Since this was my first course of phonetics it was very difficult at first. However, Dr. Reinhardt presented the material very clearly so that note-taking was not an overwhelming chore. Especially helpful to me was the analysis of the pronunciation and usage of the verbs. The practical application of the sound system, particularly when practicing the contrastive sound drills (pronunciation practice in Abreu) in the language lab made them more meaningful to me. In the future, I suggest that a worksheet reviewing each week's lectures be given. This would provide reinforcement for learning rather than reinforcement just for a test. Dr. Reinhardt did provide two very helpful review worksheets prior to the two tests. A very good comparison and contrast of sounds within the language itself was presented.

BB. Eugene Wellsfry

Most helpful in differentiating between regional differences. Very thought-provoking and creative classes.

XIV. Course 206, LINGUISTICS & SECOND LANGUAGE LEARNING: Dr. Reinhardt, Evaluated by:

A. Alfred Alves

This course was very effective for several reasons. First, it correlated with the contrastive grammar course. Second, both courses were taught by the same professor and time sequence in scheduling of courses were also effective. The professor presented logical approach to solving problems as confronted by teachers of English as a second language. Course was also effective because of practical application on part of participants in analyzing language problems.

B. Lionel B. Goularte

Would it be at all possible to incorporate this class and the Portuguese-English Contrastive Grammar class? This in turn would give the beginning Portuguese students an opportunity to have a Portuguese tutorial or study class in order to assist them in their reading, writing and homework assignments with supervision.

C. Carmen Lago

This course was valuable for the following reasons: 1) It frequently reinforced or clarified course 205 by looking at the same problem from the opposite point of view (as a teacher of a Portuguese speaker learning English). 2) The participant was challenged in class. We were presented with problems which we would solve in class through discussion--we would identify the problem, devise drills and decide on a presentation. (This procedure was helpful to the foreign language teacher also.) My only criticism concerns itself with the testing. The tests appeared to be very difficult for most of the class members mainly I believe, because we were not adept at handling our newly-acquired information. Perhaps in the future a "take-home exam" might be offered or perhaps the students could be given a list of possible questions to solve in advance.

D. Ann M. Ledbetter

This course was the most valuable one of the Institute, from the aspect of practical classroom application. All of the information taught is immediately useful to me. Valuable information not available in textbooks was especially helpful. We were not only taught the information, but trained to be able to reason out future problems that might arise in the classroom, and to thus acquire more information on our own. We were not just given the material, but we helped reason it out with the instructor. We were motivated to really think in class. Yet because of the spontaneity of the course it was sometimes difficult to organize the information obtained, or to grasp the conclusions and understand them thoroughly. I suggest that an outline of the material to be covered and/or a summary of the information and conclusions be mimeographed for the students. Also, it would help to have the various categories of information organized in a more meaningful sequence.

E. Sarah Martin-Pereira

This course was very valuable to the participants. The content material in this course was beamed toward teacher of English to pupils whose native language

XIV. Course 206, LINGUISTICS & SECOND LANGUAGE LEARNING: Dr. Reinhardt, Evaluated by:

E. Sarah Martin-Pereira (cont'd)

is Portuguese. Specific illustrations to point up the anticipated difficulties for speakers of Portuguese trying to hear, speak, and understand and make themselves understood in English, served to make the course very practical. Many of the participants were having very real problems and found the method of solving them surprisingly logical, workable, and sound. Basic principles were illuminated and applied and proven. Some of the side effects or corollary values gleaned from attendance at this class would include a new appreciation for informal presentation techniques of concrete, scientifically based facts. With adults (possibly to include college undergraduates) there is some positive element of motivation for learning when answers to problems are pulled out of their own minds. Thereafter the application of the principle to be formulated in a given practical situation will no doubt be handled more effectively. A possible improvement in the course would include a method of collating or gathering together the materials presented so that the participants could see more clearly the overall connection between one kind of problem and another.
Strength in the course: The informality of the hour, the warmth of the personality of the teacher and his sincere desire to assist and aid the teacher to meet the challenges out in the field were valuable assets. I feel I learned thoroughly the method of isolating a given problem in pronunciation, analyzing it, and producing a pattern drill whereby the pupil can see, hear, and understand what he is doing wrong and thus be assisted to correct the error. The full effect of exposure to the material in this course will have transfer value in the foreign language teaching methods too. An added bonus from taking this course is that now we can appreciate more sympathetically some of the problems our own students have in learning any second language.

F. Donald Massoud

An excellent course and extremely well presented. In this class, I learned many facts and methods of instruction which will be useful to me in my ESL classes. As far as ESL was concerned this course was ideal, as it dealt with specific problems I have met, and gives logical solutions to solve them.

G. Maria Otilia Melo

Dr. Reinhardt is an excellent linguistics teacher. Clear on his statements and examples given in class. He always tried to make everyone understand and distinguish the different sounds represented phonetically. I became aware that linguistics in the way it was presented will help me in the future.

H. Leonard Medeiros

The course in English offered me much more because I could understand what was said or done. It gave me much to think about. Suggestions are: 1) Course geared to strictly teachers, placed the person not in language teaching at a disadvantage. It took (takes) additional effort to keep up with the others. 2) Language teachers should be required to be exposed to this approach. Auditing the course as an elective might be better for non-teachers of language in the future. 3) Demonstrations of actual happenings

XIV. Course 206, LINGUISTICS & SECOND LANGUAGE LEARNING: Dr. Reinhardt, Evaluated by:

H. Leonard Medeiros (cont'd)

in the classrooms throughout the country might be introduced. The problems differ in various places. 4) Combine the classes; greater clarification would result for all concerned.

I. Lewis P. Mendes

Again the professor knew his material well and did a wonderful job of presenting it. I became more aware of what to listen for in the speech of a Portuguese learner of English. An outline of the basic terminology would facilitate earlier comprehension.

J. Sr. Maria Anjo Oliveira

Course 206 certainly trained us to be more observant and listen to people speak around us. In this way we can detect peculiarities in speech sounds and do something about it. This would be the opportune moment for teaching the correct pronunciation by using such items as minimal pairs. However, some of the aspects introduced are also taught in the dialectology class and therefore, I felt that since some of the material was repetitious, time could have been used in another class.[16] I am very happy that I had this opportunity to learn some linguistics. I had never had a course as such and I feel that I have benefited from it tremendously. My class in the future will benefit from this training.

K. Carolyn Rodrigues

A very helpful course for people in ESOL. Problems which the ESOL teacher runs into each day were explained and discussed. Solutions to the problems were sought and usually with success. Dr. Reinhardt handles the course well and informally, so that we were able to discuss our real problems.

L. Sr. Irene Silvia

This course was most profitable. My only comment is that there wasn't enough time to put into the study as I would have liked to have done. I feel I can go back to my own school and at least begin to work as a second-language teacher.

M. Sr. Mary Adele Thomas

Course was well presented and prepared. It was my very first exposure to the Linguistics of the Portuguese or English language. I think a practical application of Linguistics tied up to a course in Elementary or Advanced Grammar or Composition would be of great help. It is true we learned many basic rules. I believe if these rules were applied either to written or learned materials, it would be a great help. This may not be a practical suggestion for a summer Institute, but I do think it might be of some aid to others who teach Elementary Portuguese Grammar.

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16 Dr. Reinhardt stayed in close touch with Prof. Vázquez, frequently attended his dialectology course, in order to avoid repetition except where it was deemed useful. Ed.

XV. Course 207, METHODS SEMINAR, ESOL: Prof. Jensen, Evaluated by:

A. Alfred Alves

I found the Methods Seminar course lacking in the area of methods. I would recommend that this course consist of observation of the demonstration classes followed by a discussion of these observations in the three hour seminar. I found assignments burdensome in comparison with other courses. Pressure could be alleviated by only having designated participants do specific assignments so that quality could be demonstrated to its maximum ability followed by discussion of these assignments by all participants.

B. Elizabete Braga

This course would have been more valuable if so much emphasis had not been placed on assignments and homework. I feel as though the teacher should have placed more emphasis on practical methodology.

C. Ann M. Ledbetter

It would have been more profitable if the course were taught by someone with a lot of experience in teaching, rather than just a theoretical knowledge. Since we are experienced teachers, ourselves, we need an instructor with even more experience, or at least a reasonable background in practical classroom situations. Too much outside work was required, and a complete explanation of what the instructor wanted was not given until time to turn in or present the assignment. However, these explanations, when given, were excellent. Criticisms and evaluations of our work were also very profitable, and very thoroughly done. The one demonstration, presented by a fellow participant, was excellent. I wish we could have had a special ESOL demonstration class. I profited more from that one demonstration than I did from the rest of the course, which was mostly theory. We were constantly rushed to cover more material, which did not give us a chance to do any of the material really well. Far too little time was devoted to discussion of problems encountered in teaching and their solutions. If, as experienced teachers, we could have discussed our problems and shared our techniques and discussed the pros and cons of language teaching theories and methods, we would have gained much more from the course.

D. Donald Massoud

We had extensive reading assignments and weekly written assignments as well as a term paper. I feel that with our heavy schedule, we were not able to adequately prepare for each assignment. Some people would report orally on each written assignment each week. Therefore, I feel that only these people should prepare them. Then we would be able to go over them and discuss strengths and weaknesses. In this way quality of assignments would be improved and the approach to each assignment would be more positive. It is unfortunate that so many of the texts arrived too late for us to discuss them. I think it's important for us to know what materials are available in the field. Demonstration classes would have been helpful and discussions on various methods of teaching English as a second language, as far as a whole curriculum is concerned, could have been stressed more.

XV. Course 207, METHODS SEMINAR, ESOL: Prof. Jensen, Evaluated by:

E. Maria Otilia Melo

Prof. Jensen seems to be a very good teacher, although I don't think he was qualified enough to give a methodology course to experienced teachers. I learned very little from his classes. When I applied for the ESOL course I expected to get a practical methodology, instead of theoretical.

F. Leonard Medeiros

This course provided work beyond expectation, but everything was necessary for a person not familiar with the program. A most demanding situation in view of the other courses. Suggestions: 1) More demonstration, 2) Hours devoted to this program prevented a person from putting greater emphasis on the Portuguese, 3) A three hour course broken up into 1 1/2 hours twice a week would have been better and accepted; based on the schedule, it was impossible to give this time more of the effort it deserved.

G. Lewis P. Mendes

This class has great potential but it required a disproportionate amount of outside work. To have everyone stumbling in the dark to get the different projects done, I don't feel was the best use of time. This preparation time could have been cut by 2/3 if small group assignments had been made early to be worked out and discussed in class, duplicated and given to everybody. As it was, if an individual did a bangup job he's got something good to go on but the rest of the group didn't benefit from it unless it just happened to be that individual's turn to demonstrate. When a student didn't produce a good paper that's what he has for a model--poor paper with the instructor's comments for improving it. When considered in isolation the course was good but when considered from the viewpoint of the whole institute, it was too much. The work in the other classes suffered greatly as a result of the prolonged research required for this class. A tremendous improvement would be to observe the demonstration classes and then discuss them in class.

H. Sr. Maria Anjo Oliveira

In this course we had a tremendous amount of reading and preparation for each week's class. This reading however brought up many revelations and new ideas to a teacher who has been in the field of education for many years. I learned therefore a great deal from the readings and demonstrations of the various participants. This was all directed very nicely by our professor. Each week the professor returned the papers of the previous week with constructive comments and criticisms. This is all very good. The books we bought for this course were well chosen and indeed helpful for the future.

I. Carolyn Rodrigues

I think this course could have been more valuable if handled in a different manner. The amount of work heaped on us was, I feel too much, considering all our other courses also. We would be told to make up a test or dialogue or something else without its being explained. The following week

XV. Course 207, METHODS SEMINAR, ESOL: Prof. Jensen, Evaluated by:

I. Carolyn Rodrigues (cont'd)

we would present it and have it torn to shreds, because we didn't do it in such and such a way. Or the day before it was due we would get a "help" or "suggestion" sheet after we had worked 3 or 4 or more hours doing it the best we could, blindly! We only had one example of someone teaching a language class and that was by a student from another seminar. I hope this course will be improved for the next Institute. There should have been more sample materials for us to see and use.

J. Sr. Irene Silvia

I was a little disappointed with the Methods Seminar because we did not have any demonstration classes. Professor Jensen's constructive criticisms on all our assignments were most helpful , but I feel I did not profit as much as I should have though much work was put into it.

K. Sr. Mary Adele Thomas

This course entailed a great deal of work. I think the outside assignments in this course were too heavy for the time spent in class and the lack of time, outside class hours, to prepare well, the materials assigned. Other than that factor, the course was beneficial to me and I did derive much profit from it, since it was my first exposure to ESOL. If a demonstration class could be held for this course, it would be very profitable for those who participate in it.

XVI. Course 208, ADVANCED PORTUGUESE COMPOSITION, Prof. Rocha, Evaluated by:

A. Alfred Alves

I found the Composition Course rewarding because I could see my own progress in each composition. I found the weekly interviews with each participant and the professor a very good idea. During this interview the participant could ask questions and see his own errors in his composition. My only recommendation would be to have a more rigid interview schedule if possible so that particpants would get full benefit. Though many of us had a grammatical background it was apparent that the course could have used an analysis of grammar.

B. Elizabete Braga

His course could be more valuable for me if I were not a Brazilian and had not studied at the University level in Brazil; however, he pointed out very good items during his course and I think he is an interesting professor in his subject.

C. Mary T. Carvalho

This course was invaluable to me. Not only has my ability in composition improved, but I am better prepared now to teach composition to my advanced pupils. I felt the division made between the participants educated in Portugal and the advanced American educated participants was a very good idea. In this way both groups benefited. Prof. Rocha's weekly interviews with each participant were very profitable to us.

D. Sr. Sarita Córdoba

This course was a challenge indeed. Under a professor who had an arsenal of stylistic literary selections I was able to discern the good from the mediocre. A guideline from a master is better than the repetition of errors, no matter how sincere the effort. I profited greatly from the excerpts of good writers presented as models for the composition course.

E. Heraldo G. Da Silva

Very useful and practical course. The separation of natives from non-natives was excellent.

F. Sr. Irene Escobar

O Senhor Professor Rocha é um excelente professor. Sabe a matéria e sabe comunicá-la com precisão, claridade e muito graciosamente.

G. Donald Goldsmith

An excellent course for any participant preparing to teach high school Portuguese. The chance to examine different types of written materials by known Portuguese writers and then to attempt to write similar original compositions was very rewarding and illustrated techniques in writing exercises which could be used in our own Portuguese classes. We were also encouraged to use verb tenses which most of us were reluctant to

XVI. Course 208, ADVANCED PORTUGUESE COMPOSITION: Prof. Rocha, Evaluated by:

G. Donald Goldsmith (cont'd)

use because of unfamiliarity with colloquial Portuguese usage. Instruction given concerning grammar and usage was excellent and the animated class discussions made learning a pleasure.

H. Victor J. Huser

I was both pleased and disappointed with this class. I was pleased because we got to practice our writing and composition skills, which were then criticized by Prof. Rocha in individual conferences. These individual critique sessions were really great. I expected to receive some formal structured grammar lessons. We discussed it somewhat, but it didn't help much. Often Prof. Rocha strayed from the work at hand. I can recall two entire classes devoted to generally trivial matters.

I. Maria Otilia Melo

Professor Rocha is a well qualified teacher. I enjoyed his type of compositions a great deal. Most of them were based on Portuguese literature which gave us a good experience in writing and knowledge at the same time. I learned a great deal of new vocabulary of which I will try to make use from now on.

J. Sr. Maria Anjo Oliveira

Professor Rocha was very gracious and generous with his precious time in giving fifteen minutes every week to each individual participant. In this way a student was able to know his strengths and weaknesses and do something to improve his writing in the book. A few grammar drills from time to time would help to increase one's style of writing in a composition course. I feel this we did with Professor Rocha.

K. Sr. Mary Adele Thomas

A good course in writing Portuguese. With a variety of students of such different backgrounds, the course did cover a wide range of composition material. Could a course in Advanced Conversation be considered for those who are not studying any formal Grammar? If two of the Linguistics classes, either 205, 206, and 215 could be combined into one class, there would be more opportunity to actively participate in conversation, which I feel is a great need.

XVII. Course 213, 1st year DEMONSTRATION CLASS, Advanced Section: Prof. Teixeira, Evaluated by:

A. Ricardo Arenas

Outstanding demonstration teacher with a variety in his techniques for presenting the lesson and anticipating problem areas. For experienced teachers, the decision to cut down on the number of hours of attendance was welcomed in terms of our total program. The staggering of our attendance was good in that we got to see different phases of the teaching process.

XVII. Course 213, 1st year DEMONSTRATION CLASS, Advanced Section: Prof. Teixeira, Evaluated by:

B. Mary T. Carvalho

This class was very well presented by Prof. Teixeira and I am certain every teacher benefited by viewing the class. However, I felt the demonstration classes were rather long for the same type of audio-aural teaching. I suggest that in the future, the professor meet with the group of participants so that he can inform the participants what is expected of them. This should be done at the beginning of the course. The short notice of the lesson to be taught, and the lack of materials available on campus for use on the T.V. Assignment were frustrating.

C. Sr. Sarita Córdoba

This Advanced Section was ideal in practically every respect. I do not hesitate to say that a (language) traditionalist could allay his fears that grammar is being neglected in the audio-lingual approach to language. This was a group of above-average students under an excellent teacher who demonstrated that the New Method can and does effect good results.

D. Heraldo G. Da Silva

A talented and experienced teacher, Prof. Teixeira had much to offer. I do regret, however, that we could not be exposed to any other method than the audio-lingual. Since there were 3 sections, even with two, one section could have used audio-lingual, the other audio-visual.[17] We were also evaluated according to audio-lingual standards only, instead of a more varied and global approach.

E. Sr. Irene Escobar

Para estas aulas, nas quais o uso de transparências e figuras são muito úteis mas impossíveis de preparar durante o decurso dumas semanas tão cheias, gostaria de sugerir consideração neste ponto, pois seria de grande eficácia se o Instituto se propusesse obter material didáctico para ter ao dispôr dos participantes.

F. Victor J. Huser

I attended both the 213 and 214, Section 1, demo classes, and these following comments relate to both: 1) It seems that most of us were already familiar with the audio-lingual (modified) method, thus the demo classes were essentially useless. 2) The arrangement was poor for both seating and timing. Too often the observers would have to interrupt the class in order to get to a chair. Also, often some observers

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17 Prof. Teixeira made daily use of the overhead projector. Ed.

XVII. Course 213, 1st year DEMONSTRATION CLASS, Advanced Section: Prof. Teixeira, Evaluated by:

F. Victor J. Huser (cont'd)

had to leave early, thus somewhat distracting the class. The situation was a bit unrealistic. Get a bigger and dumber group next time--after all, that's what most of us have to work with! 3) The attendance of observers was very lax. At times it seemed really that no one cared neither observers, demo teacher, or administration, that anyone observed these classes. 4) The 10 minute micro-teaching seemed to be very poorly organized. I was told only on the day before my scheduled TV performance. Also, what can you demonstrate in only 10 minutes? It takes 5 minutes to get used to the situation.

G. Sarah Martin-Pereira

I was not able to attend as many of the demonstration classes as I would have liked because of the pressure of other duties, laboratory work and even conflict of class hours (since I had elected to add ESOL Course 206 to my schedule). From my few observations (about 3 or 4 sessions) Professor Teixeira was handling the class in excellent form using the audio-lingual method. The student participation and response were fine.

H. George Pontes

This class was very well taught. The professor had a superior command of the language and exhibited excellent methods of instruction. I would suggest two days of observation immediately preceding micro-teaching on T.V. This would give the "performing" participants a better idea as to the teaching pace of the demonstration class professor and the learning ability of the students. Also, if there is to be any testing done (which is not of an oral nature) the professor should give such before observing participants arrive to insure the class of a quiet testing session and to afford the observers freedom from dummy attendance at class. I also believe it would be very profitable for the teaching professor to explain the object of his tests and to discuss his grading, how he evaluates students answers. This very much needed service often explains away many erroneous or faulty concepts teacher-participants may have as to what is valuable in language learning-testing. I would suggest very, very strongly that the demonstration professor have the Institute participants (who are going to micro-teach, etc. with his students) for two sessions a week to discuss, illustrate, and explain the teaching methods and testing methods he uses. This is a must!! Having a demonstration professor as knowledgeable as Professor Teixeira and not using him to advantage is a serious loss for the participants and for him as a professional experience. A good methods-demonstration coordinated course is invaluable. A clear, orderly defense and explanation of demonstration methods is a must. This, I am sorry to say, was not so, was not the case at this Institute. Perhaps at the next.

I. Sr. Maria A. Silveira

Excelentes demonstrações de material e método em geral. Muito útil e preciso em seus ideais. Professor Teixeira exigiu exato continuamento do método audio-visual.

XVII Course 213, 1st year DEMONSTRATION CLASS, Advanced Section: Prof. Teixeira, Evaluated by:

J. Mary T. Vermette

Prof. Teixeira is extremely competent, and very well versed in audio-lingual method. The results he received from his students, the fact that the mortality rate in their attendance was low, all attest to his ability. The attention to the minutest detail shows the thoroughness necessary in order for that one particular method to be successful. Coupled with this course, is the system of micro-teaching. This experience, although at times a bit upsetting, if utilized properly, is one of the best aids to improvement in teaching.

K. Kenneth Wallace

Prof. Teixeira conducted his class very well. His rapport with the students was excellent. He used many additional materials which took the sterility out of the audio-lingual method. Some of these additional visual aids I plan to use in my classes. The size of the class was rather idealistic. I don't know what problems arise in trying to get students for demonstration classes. However, the realistic situation in high schools is, from my observations, to have 25 to 30, and even 35 to 40 students in a beginning foreign language class. With this great number of students, the problems and methods are much different than with a small class of about 15 students. I would like to observe a demonstration class of the "realistic" situation with a cross section of all types of students.

L. Eugene Wellsfry

I just observed this class, but found it to be quite a contrast with Prof. Jensen's class, in that the pace could be much faster due to its composition. The students were brighter and Mr. Teixeira'a methods seemed to bring good results. The addition of visuals in all of the classes seemed to be a great improvement over last year. Also, the requirement of homework and testing of a written nature is a necessity.

XVIII Course 214, Section 1, 1st year DEMONSTRATION CLASS: Prof. Jensen, Evaluated by:

A. Luis R. Alvelais

This class added extremely little to my learning of Portuguese or to my acquisition of new teaching methods. The micro-teaching experience on T.V. is so limited in time and frequency as not to be of much consequence. It is valuable insofar as it allows the teacher to view and, hopefully, correct blatant errors of teaching procedure.[18]

B. Sr. Sarita Córdoba

Micro-teaching can be an effective tool for teacher-training because "it tells the truth." For those participants learning the audio-lingual approach it would have been relevant, as was seen last summer, to have

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[18] One of its major objectives, of course. Ed.

XVIII. Course 214, Section 1, 1st year DEMONSTRATION CLASS: Prof. Jensen, Evaluated by:

B. Sr. Sarita Córdoba (cont'd)

those proficient in the method be the demonstration teachers. I did not feel that the micro-teaching was used effectively and broadly enough to reach all the participants this summer. I would suggest that all participants have the experience of micro-teaching at least twice. In almost all instances one would be encouraged by one's improvement.

C. Heraldo G. Da Silva

Rather weak demonstration class. Lack of practical experience on the part of the teacher--insecure, on edge.

D. Sr. Irene Escobar

Apreciei com grande estima as aulas do Senhor Professor Jensen. A vida com que ele as deu e as técnicas usadas, foram agradáveis e a meu ver muito úteis.

E. Donald Goldsmith

A repetition of last years experience in micro-teaching. More concentration should have been placed on the beginning level of Institute participants. Second year participants did not need to micro-teach more than once and should have been used as consultants to work with the new participants in preparing for their micro-teaching experiences. They should have had the opportunity to practice teach at least twice since we found this to be a rewarding experience last year. After each teaching session, time should have been allotted to discuss teaching problems and successful teaching techniques used in the micro-teaching. First and second year participants should have met together for these discussion sessions. Also, more time for preparation of lessons should have been given.

F. Carmen Lago

This course in my opinion was the only real weak point of the program. As a matter of fact, it is difficult to understand the title "course". There was almost a complete lack of communication between Prof. Jensen and the participants. The only opportunities we had to speak with him were immediately after having taught our demonstration class and the day before we were to teach. We were given little indication of what techniques he preferred and why. From observation of his class we could reach some conclusions as to his method of teaching but the "why" remained unanswered. If the demonstration class is to be maintained in the future as a course, I would suggest: 1) either the students (participants, not students of the class) should receive a copy of a detailed lesson plan, including objectives, for every class they observe; 2) or there should be a weekly session (1/2 hour to 1 hour) for the participants with Prof. Jensen where they could discuss the classes which they had observed. My favorable comment would be that the T.V. cameras don't lie. The idea of discussion-type critique of a film is excellent. The participant cannot say "I never said/ or say that" because he is watching himself do it.

XVIII. Course 214, Section 1, 1st year DEMONSTRATION CLASS: Prof. Jensen, Evaluated by:

G. Sarah Martin-Pereira

I was not able to attend this class as much as I desired because of the pressure of the work for other classes and the conflict of hours with my elected ESOL Course 206. From what I saw of it (5 or 6 demonstrations) Prof. Jensen was doing an ideal demonstration of how Portuguese ought to be taught according to the audio-lingual method. He was very helpful to us when we had our experience with micro-teaching in Portuguese. I think we were all pleasantly surprised that after so short a time of learning we could actually do an adequate job of teaching the newly acquired language on the high school level.

H. George Pontes

I cannot comment to any extent on this professor's classes because I missed most of the scheduled observation sessions due to illness. However, I do believe that what I advised for Professor Teixeira's participant-observers should likewise apply to this demonstration class. To have the demonstration professor evaluate the teaching performance of participants without having the demonstration professor expound his teaching methods and relate their relative values is surely a serious oversight in course/curriculum planning. It is only fair that the participants have a clear explanation of the method he (participant) is supposed to employ when he micro-teaches. A layman may observe a magician perform feats of magic, but he cannot without proper instruction and explanation imitate or emulate him, though he may have seen and heard him. Those who are learning are entitled to share and acquire the skills and magic of good teaching a demonstration professor may have to offer.

I. Sr. Maria Aurora Silveira

Excelente demonstração. Professor Jensen administrou as suas classes duma maneira muito agradável e inteligente. Muita vida na aula!

J. Mary T. Vermette

I believe Prof. Jensen did well with his classes. However, I think that his limited experience with the A.L.M. method, and the type of student he had in his class (less self-motivated) made it difficult for him to achieve greater success.

K. Kenneth Wallace

Prof. Jensen's class was conducted much differently. When observing his students, they did not, in some cases, appear to be too responsive. At times the class size was about five students. A suggestion as a result of my micro-teaching experience is that the practice teacher observe and conduct the class for a few minutes each period during the week prior to appearing on television. The demonstration class instructor should work more closely with the practice teacher and should specifically designate what is to be taught during micro-teaching. Only through very close cooperation, clearly defined specific objectives can the students and the teachers profit.

XVIII. Course 214, Section 1, 1st year DEMONSTRATION CLASS: Prof. Jensen, Evaluated by:

L. Eugene Wellsfry

As an observer in this class, and also participating as an intern, I felt that there were definite handicaps for the teacher. Irregular attendance in addition to sporadic participation in homework assignments, made it necessary for the teacher to slow the pace considerably. I feel that Prof. Jensen tried to use the best techniques, but that the material he had to work with was less than desirable.

XIX. Course 214, Section 2, 1st year DEMONSTRATION CLASS, Regular Sections: Interns, Evaluated by:

A. Sr. Sarita Córdoba

As an observer of (S2) I was pleased by what I saw.

B. Victor J. Huser

For me, this was great. I had a chance to work with 20 average students and to use the same text book I'll use this fall. The 30-minute T.V. session was very useful. The criticism I received from Teixeira and Jensen was hard to take at times, but I think it was valid. I especially appreciated being able to see myself on the screen and at the same time receive the specific criticisms and comments of Teixeira and Jensen. Again, tho, there seemed to be some confusion as to this third class. There was little done to make a smooth transition between teachers. As a result, they were way behind the other groups. At no time did all the teachers meet to discuss this group of students. Nor was the teacher for the coming week required to visit this class even once before he took over that class.

C. Eugene Wellsfry

After participation in this process for one year, I felt that this experience this summer was not very valuable. I felt that the facilities and equipment were excellent and the method of evaluating most enlightening. Having the written opinion of several people helped to pinpoint weaknesses and strengths.

XX. Course 215, PORTUGUESE DIALECTOLOGY: Prof. Vásquez, Evaluated by:

A. Alfred Alves

It was apparent that the course was directed at a group who had had a linguistic background. I found myself lost in a new world of terminology. However, the contrastive grammar course which correlated with dialectology enabled me to keep my bearings. I would recommend a small handout of terms and definitions. If possible I would recommend the acquisition of the various findings being presented be on tape so that they can be heard as spoken by a native speaker for in many cases models were not available from group of participants. Perhaps participants from the New England area could help future Institutes in gathering such needed materials. [19]

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19 And from California. Ed.

XX. Course 215, PORTUGUESE DIALECTOLOGY: Prof. Vázquez, Evaluated by:

B. Elizabete Braga

His course was interesting in all aspects. Through him we received a knowledge of all speech areas of the Portuguese-speaking world. He was a good professor offering the subject matter in a very interesting manner.

C. Mary T. Carvalho

A delightful, interesting and novel subject to me. Prof. Vázquez' knowledge and presentation of the subject made me aware of many factors involved in the Portuguese dialects. Suggestion: For the participants who have not had a "linguistic course" before (such as I), it might be a good idea to review the basic vocabulary and phonetic alphabet before getting deep in the subject. It was difficult to follow in the beginning.

D. Sr. Sarita Córdoba

Albeit a highly specialized field, this course proved most interesting. My limited experience in Portuguese dialects prevented me from fully appreciating a course of this nature. However, since I hope to continue my studies in Portuguese, I would like to repeat this course or one similar as my horizon in Portuguese studies expands.

E. Heraldo G. De Silva

A very useful and interesting course. The perspective of a humanitarian approach to dialects was fascinating. The program seems to have been, however, too ambitious--too many topics.

F. Sr. Irene Escobar

O que tenho que dizer do Senhor Professor Vázquez, tanto nas aulas de "dialectology" como no "Methods Seminar" é que ele sabia a matéria, usava as técnicas precisas com uma extraordinária aptidão e eficiência. A praticalidade do seu método de ensinar é de grande relêvo e atracção para os participantes.

G. Donald Goldsmith

An interesting lesson in tolerance of the many speech differences in the Portuguese speaking world. This course helped to explain the speech variations we as teachers of Portuguese hear in the lesson tapes and records we use in our classes. This course gave us the answers we needed to satisfy the curiosity and perplexity of students in our classes when they ask why a certain pronunciation of a word is used in one tape and another pronunciation for the same word in another tape. Without adequate explanations, most students would consider this variance as mispronunciations on the part of an uneducated speaker of the language. Prerequisite to the course should be a course in Portuguese phonology.

H. Victor J. Hugo

For me, a non-native, non-fluent participant, this was a fairly tough course, and perhaps a bit ambitious. Dr. Vázquez' organization was good in

XX. Course 215, PORTUGUESE DIALECTOLOGY: Prof. Vázquez, Evaluated by:

H. Victor J. Huser (cont'd)

general, but it seems that he slighted Brasil.[20] Mostly we talked about Portugal. The pity was that we had very few authentic models for the materials that we covered. I think that some tape recordings of the various dialects should definitely be presented.

I. Maria Otilia Melo

Professor Vázquez is a very qualified teacher. He had his work very well organized and prepared. He shared his knowledge with us using audio-visual methodology which made the subject matter very clear.

J. Sr. Maria Anjo Oliveira

In this course I was lost for about a week because of the professor's strong Brazilian accent. Today I understand it perfectly. The course was most interesting and one that surely lends itself to further research and study. During this Institute, training the ear to get accustomed to the different dialects was a course in itself. I had never had any contact with a Brazilian speaking person. I found it fun to listen to them and it is really wonderful how at the end of the Institute there really is no problem in understanding. Personally, I think it would have been a great time saver if the students had mimeographed sheets of the aspects or sounds of the various dialects as they were introduced.

K. George Pontes

Though this was a difficult course to teach, I feel the professor did a truly admirable job considering how much he had to cover. This course also was very valuable in explaining the universality and the individualities of language. It was most helpful in explaining speech habits which to many of us were something of a mystery. It ironed out many misconceptions we had prior to the course.

L. Sr. Maria Aurora Silveira

Um curso excelente! De grande valor "glótico" para nós professores. Apresentado com muita clareza e precisão. Professor Vázquez apresentou-nos o seu curso com muito domínio do seu material e duma maneira muito interessante. Houve muita participação dos cursados nas aulas de dialetologia.

M. Sr. Mary Adele Thomas

When I first went into this course I was lost because I was not accustomed to the Brazilian pronunciation. After a few days, everything evened off and I must say I was pleasantly surprised at the amount of information

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[20] His own Portuguese, of course, is Brazilian. Ed.

XX. Course 215, PORTUGUESE DIALECTOLOGY: Prof. Vázquez, Evaluated by:

M. Sr. Mary Adele Thomas (cont'd)

derived from this class. This is one of the courses I think can be combined with one of the other Linguistic Courses. The material offered was excellent and for a teacher of Portuguese, dialectology is a basic need. I do not know how or whether it could be worked into another Linguistic Course; but two linguistic courses are enough for any one person in one summer.

N. Mary T. Vermette

This course explored a whole new vista in language teaching for most of us. Prof. Vázquez' obviously superior intelligence, wealth of knowledge, and his enthusiasm, coupled with the presence of native, and near-native (1st and 2nd generation) speakers in the class, made the experience very valuable. In my opinion, this course was very worthwhile. It cleared up many questions, and misconceptions, that many of us had for a long time; regarding pronunciation, etc.

O. Eugene Wellsfry

Interesting material that we should be aware of as teachers. Perhaps this course could be included with the general linguistics course, because there seemed to be some over-lapping. For some of us who were fairly familiar with the field of general linguistics, the course was valuable from the first hour, but others were unfamiliar with some of the basic terms and significance. It would be interesting and perhaps the course would be more significant if we could hear examples of each of these speech areas studied during the course.

XXI Course 216, METHODS SEMINAR, FOREIGN LANGUAGE: Prof. Vázquez, Evaluated by:

A. Luis R. Alvelais

Excellent! No recommendations.

B. Ricardo Arenas

Very good seminar which discussed the "whys" of methodology.

C. Mary Carvalho

Good . . . but three hours of it at the end of the afternoon was tiring.

D. Mereldo Da Silva

A marvelous sharing of experiences. A talented, understanding, knowledgeable teacher, open and frank, contributed much. Three hours (3 to 6 p.m.) however was too much time, after a full day. All of us were exhausted by the end of the day.

E. Victor J. Mucer

The seminar was conducted in Portuguese, which somewhat inhibited active

XXI. Course 216, METHODS SEMINAR, FOREIGN LANGUAGE: Prof. Vázquez, Evaluated by:

E. Victor J. Huser (cont'd)

participation. The majority of material covered was done rather superficially and was already generally known to all language teachers. We had an opportunity to discuss actual problems or cases presented by the participants, which proved to be quite interesting conversation, although we didn't solve many of these. At times Dr. Vázquez seemed not to fit in, because he is a university professor and we are high school teachers. There is a difference! The session devoted to the overhead projector was a complete waste!

F. George Pontes

This weekly three-hour purge was well taught and very enjoyable. This course's affording the participants an opportunity to exchange, attack, debate, submit, and analyze pedagogical and educational ideas was of definite value.

G. Sr. Maria Aurora Silveira

Um curso muito bom!! Prof. Vázquez apresentou os meios didáticos e métodos com muita clareza e precisão. Muita participação da classe e aproveitamento geral.

H. Mary Vermette

It was very interesting and valuable to exchange ideas with my colleagues. Prof. Vázquez led the group into many thought-provoking and controversial areas, yet there was a cohesion with respect to intent. I'm sure we learned much from each other. Even though this was a great improvement over last year, I still think that we must strive for better liaison between the methods and the demonstration classes.

XXII. Course 216, METHODS SEMINAR, FOREIGN LANGUAGE: Prof. Reinhardt, Evaluated by:

A. Sr. Sarita Córdoba

A very practical course. The participants came from teaching environments that, although varied, had problems common to all. In this class, the professor, because of his proximity to students who are the victims of these problems, gave valuable and workable suggestions in eliminating these difficulties, e.g. how to teach the short story, how to re-enforce the imperfect and preterite with "I" experience compositions, and how to make visual aids means and not ends in teaching, etc.

B. Donald Goldsmith

The method in which this class was conducted as a discussion group and sharing session of teaching techniques used by the experienced teachers of this group was extremely profitable and elicited response from all members of the class. Each teaching problem was thoroughly discussed until a number of possible solutions were found. The instructor of the course was never satisfied with superficial examination of any teaching

XXII. Course 216, METHODS SEMINAR, FOREIGN LANGUAGE: Prof. Reinhardt, Evaluated by:

B. Donald Goldsmith (cont'd)

situation and as a result, very careful analysis of all aspects of methodology was achieved. We concluded the course realizing many things which should be changed in our own teaching methods and enriching our future teaching with new techniques which would become part of our foreign language program.

C. Carmen Lago

Ours was definitely a seminar and was, I am sure, valuable to each individual member. It was most valuable because it wasn't rigidly structured and we shared professional opinions and observations without coming to specific conclusions. The topics discussed were of utmost importance to the language teacher. We began with a discussion of "Why teach foreign language?" and progressed to discussions of the selection of textbooks and test-making. In the relaxed atmosphere of this seminar each participant contributed only what he wished to contribute and took from the seminar what he felt would be of value to him.

D. Sarah Martin-Pereira

This course met varied needs. I was pleased to note that Dr. Reinhardt allowed the participants to discuss in open seminar style the real and practical experiences, problems and solutions we have shared. Each of us gained from exchanging points of view and learned new and better ways of teaching our discipline. Although I had taken perhaps four or more courses in Methods of Teaching a Foreign Language, I learned enough that was new and beneficial to feel I have profited greatly. The teacher was never autocratic in the presentation of any facts but permitted us to arrive at our own conclusions about choices of procedures in teaching. The reading assignments served as solid background materials only. An analysis of the method by which we were being taught Portuguese, and the ability to appraise what we were doing in an objective manner has shed much light on current methods, and I feel I shall be much stronger, more up-to-date and consequently my teaching next year will have more "relevance."

E. Kenneth Wallace

Dr. Reinhardt's "unconventional" method of conducting the methods seminar provided us with an opportunity to explore many facets of foreign language teaching. The mutual exchange of ideas provided the beginning teacher with an opportunity to note and select materials to use in the classroom. Personally, I would like to attend more of this type of seminar. From the discussions, there are at least a dozen or more ideas which I can use to improve my teaching. The informal discussions were conducive, in my opinion, to a good learning situation.

F. Eugene Wellefry

We were challenged in this class to evaluate our programs of teaching in the light of what is going to be most valuable to the student in achieving the results that we all desire. I appreciated the frank

XXII. Course 216, METHODS SEMINAR, FOREIGN LANGUAGE: Prof. Reinhardt, Evaluated by:

F. Eugene Wellsfry (cont'd)

appraisal of all of the participants in sharing their ideas that have met with success, and am taking back some ideas that I hope to incorporate in my teaching this year.

XXIII. LANGUAGE TABLES, Evaluated by:

A. Luis Alvelais

Excellent! Forced me to begin thinking and speaking Portuguese even when my intention was to speak English. Discipline was lax during the last three weeks and participants were speaking far too much English. Recommend strong rules governing use of target language at table.

B. Alfred Alves

I feel that the language tables were a very good idea: however, in my estimation they did not reach their ultimate goal or function. Language tables had certain names however were not so physically indicated. It would have helped participants if tables had name cards. Professors should have been assigned certain language table throughout seven weeks and participants should have rotated on a weekly basis. Perhaps a merit system could be established for language tables to enforce the function and ultimate goal of their use. Then perhaps the merits and demerits of each participant could be discussed with advisor at weekly meeting.

C. Ricardo Arenas

Excellent idea but facilities and a lack of organization allowed them to cease functioning as real learning situations. A schedule of rotation of participants and staff should have been posted indicating the changes from week to week.

D. Elizabete Braga

The language tables were more valuable to those people who were learning Portuguese. English is not my native language so I was more interested in practicing English.

E. Mary Carvalho

Language tables are an excellent idea. However, I think they could have worked out more successfully than they did. I think the participants at each table should be changed every week instead of every two weeks. I sat at the same table for almost the first three weeks with the same group and no professor at our table. Perhaps its a good idea to keep the beginning speakers of Portuguese at the same tables, so that they can converse more simply. Nevertheless, I do not agree on seperating the Continental and Brazilian advanced participants as I feel it would be advantageous to all of us to hear and adjust to each others' pronunciation.

XXIII. LANGUAGE TABLES, Evaluated by:

F. Sr. Sarita Córdoba

I appreciated the effort made to keep the participants within the "dialect" groups. In all instances the professors and interns were most gracious in helping us in our halting efforts to express ourselves in Portuguese. To relieve the strain this put on the professors and interns I would suggest the rotation of tables be for the span of one week instead of two weeks.

G. Heraldo G. Da Silva

Good idea, but it needs consistency. O.K. first 3 weeks, mixed up the rest.

H. Sr. Irene Escobar

É evidentemente um meio muito eficaz para a prática do idioma. Gostaria porém de sugerir que se os participantes tiverem a liberdade de escolher os seus lugares, talvez este contacto com os membros da sua preferência seja de maior proveito.

I. Donald Goldsmith

Seating arrangements were too rigid. Changes should have been made each week. Topics for discussion should have been set for at least one of the meals during the day to allow the beginning participants to develop a speaking vocabulary concentrating on a single area of interest. Most of the beginning participants felt lost when the advanced students became involved in a lengthy conversation and the beginners were left out. In this type of situation, any new vocabulary heard by the beginner--or which he was forced to use in order to participate in the conversation--was not retained as part of his speaking vocabulary. During the first two weeks, the beginning students should have been seated together with one or two advanced students in order to develop confidence in speaking before being expected to carry on an intelligent conversation with the advanced students.

J. Victor J. Huser

The idea is good. The problem is to enforce the rule of "Portuguese only". It's pretty frustrating when many of the near-native people preferred to speak in English. Maybe you could have more young Brazilian girls at the tables. That certainly seems to keep the conversation going. There seems to be no shortage of Brazilian students on campus. Why not invite them to eat with us?[21] Several of them eat in the cafeteria anyway.

K. Lionel Goularte

Found myself limited in conversation the first weeks.

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[21] Did you try inviting them? Ed.

XXIII. LANGUAGE TABLES, Evaluated by:

L. Carmen Lago

As was obvious the plan of language tables began to disintegrate after a while. Perhaps this was for the best and should be considered when planning the Institute for next year. It might be wise to assign tables for the first two or three weeks and then permit participants to sit where they choose. Although there were no assigned tables during the last few weeks, the participants continued to speak Portuguese.

M. Ann M. Ledbetter

Not very effective. It was difficult to know which table we were supposed to attend because they were not marked. Unless there happened to be an instructor at the table, we often were unable to express ourselves properly in Portuguese. We need their help. Participants did not eat at the proper time, primarily because those who had 5 p.m. classes did not want to walk to the dorms and then back again at 6 p.m. If the tables had been effective, they still would not have been sufficient. We need a course in directed conversation. Yet the language tables could be very helpful if more carefully organized.

N. Sarah Martin-Pereira

The requirement that we use Portuguese at the language tables each day for lunch and dinner was indeed a good one. The continuation of the Portuguese atmosphere hastened and solidified the learning process. It was difficult and wearing at first especially since we were grouped with other students (and teachers) who were far above us in their skills. But with time, and with the gradual lessening of inhibitions and self consciousness, we all began to take some time and to gather courage to try our own bits of conversation especially when we were soon convinced that the teachers and other "superiors" really wanted to help us. The corrections that had to be made were handled with dispatch and kindness so that we kept on trying. I made the observation that in the last two weeks of the Institute when we were allowed to sit where we chose, a great deal of progress was made because we knew each other better and when students were alone together they were bolder. They did not mind making errors among their peers. We could simply laugh at each other's mistakes, and take turns correcting each other. A great time was had by all, and the camaraderie, the informality of the daily association, and the "esprit de corps" were magnificent. (I also liked the food, perhaps a little too much, as I gained weight! But the meal allowance was thoroughly adequate. The variety of menus added spice to our life.)

O. Donald Massoud

Good idea, and planned well. Made for a very good, comfortable atmosphere.

P. Leonard Medeiros

Good idea but not enforced. Only opportunity for conversation in Portuguese. Corrections could have been provided by instructors.

XXIII. LANGUAGE TABLES, Evaluated by:

Q. Lewis P. Mendes

Are O.K. A slight improvement would be a gentle reminder to use Portuguese more often. This was very effectively done most of the time but there were a few incidents where participant students and instructors forgot to keep up the good work. The tables should be identified from the beginning and the evening meal should be as soon as practical after 5:00. This wouldn't chop up so much of an already short evening. This was also a golden opportunity for training those who were learning English.

R. Sr. Maria Anjo Oliveira

Here the participants were given an opportunity to put into practice what they were learning in the language. However, I think it would be a good idea to change tables on a weekly basis and to mix the Continental speakers with the Brazilian speakers after the first week of the Institute. This was like one big family and it helps to really get acquainted with each member. Some need to be more careful of using only Portuguese at the tables. One can increase his vocabulary at these meetings.

S. George Pontes

Delightful! Just delightful! Had the Institute lasted longer I would have been wisked off to a convent to forever eat my meals with the ubiquitous sisters!

T. Carolyn Rodrigues

The language tables conducted in Portuguese are a good idea I feel, in some respects, but bad in others. Being exposed to the language as much as possible is beneficial to the learning process and helps ones already familiar with the language increase their vocabulary, etc. However, the first few weeks were very awkward for those with no understanding of the language. They would either eat as fast as they could and leave or speak English and feel guilty or sit silently, smiling and laughing when the others did. It should be arranged that there be more than one person of little knowledge at a table with native speakers or teachers of the language.

U. Sr. Maria Aurora Silveira

They were useful for all of us. However, personally, I feel we should have been left free and able to sit wherever we wished at meals.

V. Sr. Irene Silvia

Having language tables was a very good idea. It enabled those learning to speak Portuguese a chance to do a little practice outside the classroom.

W. Sr. Mary Adele Thomas

I think these should be changed weekly and that both Brazilian and Portuguese speakers should be mixed at the tables, instead of keeping

XXII. LANGUAGE TABLES, Evaluated by:

W. Sr. Mary Adele Thomas (cont'd)

all Brazilian students or speakers together.

X. Mary T. Vermette

Enjoyed the company of my colleagues very much. I believe they could have been changed more often, for greater exposure to different people. It would aid in getting to know each one better.

Y. Kenneth Wallace

These were rather stiff at first until beginning students gained self-confidence. The idea to change tables during the first half I think is good. This enables all to become acquainted. During the latter part of the Institute, they were not formally designated but rather each sat where space was available or with certain participants. This method should be continued next year.

Z. Eugene Wellsfry

Most of the time the tables served their purpose of giving us practice in the language according to the dialect we spoke.

XXIV. EVALUATION OF OTHER PROGRAMS - LECTURES

A. Dr. Lloyd Kasten, "Fernão Lopes"
1. Luis R. Alvelais: O que é que o senhor disse?
2. Alfred Alves: No comment.
3. Ricardo Arenas: Dull. He was difficult to follow. I am glad I finally found out what he was talking about and I was in the third row from the speaker.
4. Elizabete Braga: No comment.
5. Mary T. Carvalho: His voice did not carry well, even for those sitting up front. Therefore I cannot make a just evaluation. For beginners of the language, I'm afraid they didn't profit in any way. What I could hear was good.
6. Sr. Sarita Córdoba: The name Kasten is a hallmark of excellence on any subject in Portuguese--especially when it deals with Gil Vicente (in 1968) and Fernão Lopes (this year).
7. Heraldo Da Silva: Informative, but he could hardly be heard.
8. Sr. Irene Escobar: Muito interessante.
9. Leonard Goularte: Unable to comment on this speaker because he could not be heard.
10. Victor J. Huser: Rather boring, due to both the lecturer and the topic.
11. Carmen Lago: It fit in well with what had been discussed in civilization and helped to emphasize certain points about his personality and his works.
12. Ann Ledbetter: Interesting material, but not of practical value to me. Delivered in an uninteresting manner because it was read without much feeling.
13. Sarah Martin-Pereira: Not very stimulating. Gave evidence of research and good preparation.
14. Donald Meerdink: Since my Portuguese is extremely limited,

XXIV. EVALUATION OF OTHER PROGRAMS - LECTURES

A. Dr. Lloyd Kasten, "Fernão Lopes"

14. Donald Massoud: I feel that I cannot comment.
15. Maria Otilia Melo: No comment.
16. Leonard Medeiros: No comment, subject good.
17. Lewis Mendes: Couldn't hear him. He didn't keep very good contact with his audience.
18. Sr. Maria Anjo Oliveira: I was happy to hear more of Fernão Lopes whom we had met in our Course of "Culture and Civilization" in Dr. Piper's class. The topic was well presented.
19. George Pontes: No comment.
20. Carolyn Rodrigues: Boring, monotonous voice; lecture was read with little attention given to the audience. Material may have been interesting.
21. Sr. Maria Aurora Silveira: He was very well prepared and gave an interesting lecture.
22. Sr. Irene Silvia: No comment.
23. Sr. Mary Adele Thomas: This speaker could not be very well heard. I think a microphone would be of great help to the listener.
24. Mary Vermette: Very informative.
25. Kenneth Wallace: This lecture would have been more informative if given later during the Institute. I believe that much of the lecture was "over the heads" of the beginning students of Portuguese.
26. Eugene Wellsfry: A valuable, informative lecture.

B. Dr. Emilio Willems, "Relações Raciais no Brasil"

1. Luis Alvelais: A rather naive presentation. Did not deal with the topic. Apologetics.
2. Alfred Alves: No comment.
3. Ricardo Arenas: Interesting.
4. Elizabete Braga: Very good - As a Brazilian I clearly agree with his opinion on Racial Problem in Brazil.
5. Mary Carvalho: No comment.
6. Sr. Sarita Córdoba: Especially relevant to world problems and in particular to those of the United States. We could learn a great deal from Brazil.
7. Heraldo Da Silva: If he had spoken in English, it would have been much better. Very interesting.
8. Sr. Irene Escobar: Muito bem.
9. Leonard Goularte: Informative when he could be heard.
10. Victor Huser: I enjoyed this one. I still find it hard to believe that there is little discrimination in Brazil against Negroes, tho. Dr. Willems is a good speaker.
11. Carmen Lago: The topic was of interest to all. It is always interesting to hear a subject such as this discussed by someone who has been in the country to study the problem.
12. Ann Ledbetter: Well presented, with lots of enthusiasm. Interesting material, including first hand experience. It was profitable and worthwhile.
13. Sarah Martin-Ferreira: Not very informative. Seemed to be given primarily from personal recollections and observations lacking in documentary evidence or current research.

XXIV. EVALUATION OF OTHER PROGRAMS - LECTURES

B. Dr. Emilio Willems, "Relações Raciais no Brasil"

13. Sarah Martin-Pereira: Offered no suggestion of any attempts to improve race relations or to assist in the dreadful problem of poverty and neglect of the masses. Maybe there just wasn't anything to say about the outlook for Brazil in this area.
14. Donald Nascord: No comment.
15. Maria Otilia Melo: No comment.
16. Leonard Medeiros: Question this position on racial problem.
17. Lewis Mendes: Took too long to make his point and faded away too much at the ends of many words and phrases. By the time he did make his point it sounded almost as if he was contradicting himself.
18. Sr. Maria Anjo Oliveira: A good point was brought out in speaking of the races in Brazil-that there is no racial discrimination in this country.
19. George Fontes: No comment.
20. Carolyn Rodrigues: No comment.
21. Sr. Maria Aurora Silveira: Very good and of interest to me.
22. Sr. Irene Silvia: No comment.
23. Sr. Mary A. Thomas: Good delivery, informative subject, but tone of voice was too soft.
24. Mary T. Vernette: Very informative and interesting. Brought out many aspects new to our evaluation of the race relations; and their complicated class structures there.
25. Kenneth Wallace: No comment.
26. Eugene Wellefry: An enthusiastic presentation of the racial situation in Brazil, according to his viewpoint.

C. Dr. John T. Dorsey, "As Ciencias Sociais no Brasil"

1. Luis R. Alvelais: Esoteric. Should have been delivered to a group of sociologists.
2. Alfred Alves: No comment.
3. Ricardo Arenas: A typical American viewpoint that considers the U.S.A. way is the best way.
4. Elizabete Braga: No comment.
5. Mary Carvalho: No comment.
6. Sr.Zerita Cordeba: Because of the technical and specialized nature I found this lecture difficult to follow.
7. Geraldo De Silva: If he has spoken in English, it would have been much better. Poor projection of voice.
8. Sr. Irene Escobar: Too much focus.
9. Leonard Goularte: Unable to comment on this speaker because he could not be heard.
10. Victor Hugo: Boring. Very little useful information.
11. Carmen Lage: This lecture was the one of least interest to me personally. I cannot honestly say that I personally gained much from it.
12. Ann Ledbetter: So boring and uninteresting I couldn't even follow the thought. I felt it was a waste of time. The speaker seemed indifferent to the audience.
13. Sarah Martin-Pereira: Fair.
14. Donald Nascord: No comment.
15. Maria O. Melo: No comment.
16. Leonard Medeiros: No comment.

XXIV. EVALUATION OF OTHER PROGRAMS - LECTURES

C. Dr. John T. Dorsey, "As Ciencas Sociais no Brasil"

17. Lewis Mendes: Too quiet.
18. Sr. Maria Oliveira: It was difficult to hear this speaker. A microphone would have helped the situation.
19. George Pontes: No comment.
20. Carolyn Rodrigues: Not a very good or interesting speaker.
21. Sr. Maria Silveira: Dr. Dorsey gave a good lecture. However, it was somewhat low and so it would be recommendable the use of the microphone.
22. Sr. Irene Silvia: No comment.
23. Sr. Mary Thomas: I enjoyed this talk and did derive profit from it. It tied up well with the movies on Brazil presenting another aspect of Brazilian life.
24. Mary Vermette: Gave the classic American viewpoint on the social relations there . . . that is, that we try to impose our own values on their systems.
25. Kenneth Wallace: No comment.
26. Eugene Wellsfry: Perhaps not general enough in scope or perhaps due to his lack of facility in the language, I felt the presentation was not too applicable to our Institute.

D. Dr. Robert Saitz, "Recent Trends in ESOL"

1. Luis Alvelais: Very good. Seemed to be verbalizing the thoughts and impulses of many foreign language teachers. Some fine recommendations made by Dr. Saitz.
2. Alfred Alves: Very interesting and informative talk.
3. Ricardo Arenas: Gave participants something practical. Especially the ESOL people.
4. Elizabete Braga: Very interesting and valuable for me as a Teacher of English as a Second Language.
5. Mary Carvalho: Interesting and constructive.
6. Sr. Sarita Córdoba: A pertinent topic by one so well qualified to give it. As I learned from the discussion subsequent to the lecture, participants in the ESOL profited from Dr. Saitz' visit and lecture.
7. Heraldo Da Silva: O.K.
8. Sr. Irene Escobar: Muito prático.
9. Leonard Goularte: Informative in ESOL trends. He could be heard.
10. Victor Huser: No comment.
11. Carmen Lago: Although I was in the FL program, I found the discussion very interesting. Perhaps this was partially due to the fact that he involved the audience in his lecture.
12. Ann Ledbetter: Outstanding and very profitable for me. Presented in a lively, personal, informal manner. Mimeographed sheets and sample texts were helpful. Cut off too soon by Dr. Andrews, he was actually interrupted.
13. Donald Massoud: Very informative in the field of ESOL. He was extremely clear and direct. Very good lecture. He had a guide sheet prepared and also showed us two books he recommended as good in the field of ESOL.
14. Sarah Martin-Pereira: Stimulating. Not very convincing. Charmingly presented, but not very well illustrated, nor supportive of the points he wished to make.

XXIV. EVALUATION OF OTHER PROGRAMS - LECTURES

D. Dr. Robert Saitz, "Recent Trends in ESOL."

15. Maria O. Melo: No comment.
16. Leonard Medeiros: Really enjoyed the rapport here. Had message to give.
17. Lewis Mendes: The one speaker who could be heard. Had a good message about up-to-date materials in his field. We need more speakers like this one.
18. Sr. Maria A. Oliveira: Dr. Saitz brought out some very good points in our dealings in ESOL. He suggested and gave us the names of some good materials in the field.
19. George Pontes: No comment.
20. Carolyn Rodrigues: The best of all the lectures, I feel. The most valuable. Spoke in clear, loud voice. Involved the audience.
21. Sr. Maria A. Silveira: Excellent conference. Dr. Saitz gave us good ideas to be put at work in our field of education.
22. Sr. Irene Silvia: No comment.
23. Sr. Mary A. Thomas: Very good talk - Speaker could be heard and his material was informative.
24. Mary T. Vermette: Clear, pragmatic, informative, very valuable.
25. Kenneth Wallace: An interesting, lively, lecturer, whose topic appealed to all participants.
26. Eugene Wellsfry: A very practical presentation of some <u>real</u> programs being used.

E. Dr. Norwood Andrews, Jr., "Algumas observaçõe sôbre o estudo da literatura, ilustradas a base de textos Brasileiros."

1. Luis Alvelais: Negative. What, then, are we to do in studying literature? Need expansion on positive aspects such as "theme".
2. Alfred Alves: Lecture was reflective however visual aids were much too small.
3. Ricardo Arenas: Art for Art's sake? I would have felt that examples of Brazilian literature would have been more appropriate for this group. The lectures as a whole left much to be desired. If given in the future they should be given during the day and they should indicate that some effort was put into their preparation and not recalled or dusted off.[22] Our time is too valuable.
4. Elizabete Braga: Very rewarding.
5. Mary Carvalho: Because of the poor acoustics much was missed, however for the participants who already understood Portuguese it was an enlightening lecture. May I suggest larger typing of the "works" presented. Much of it could not be read from the audience area. Unfortunately some of the lectures were scheduled for evenings before major exams.
6. Sr.Sarita Córdoba: Dr. Andrews raised valid questions regarding the study of literature and the artist's motive in writing. At all times, but especially in this age of dialogue, I would look for amiable/amicable divergence of point of view among professionals. For the record and to state my point of view succinctly I take the liberty to quote an artist Luis Borges, SATURDAY REVIEW, June 7, 1969, p. 26:

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[22] Not a single one was "dusted off," and a great deal of preparation went into all of them. Ed.

XXIV. EVALUATION OF OTHER PROGRAMS - LECTURES

E. Dr. Norwood Andrews, Jr., "Algumas observações sôbre o estudo da literatura, ilustradas a base de textos Brasileiros."

6. Sr. Sarita Córdoba: (Richard Burgin's "Conversation with Jorge Luis Borges")
Burgin:. . .about people who say, "I enjoyed that tale of yours but what did you mean by it?":
Borges: The answer is I meant nothing whatever, I meant the tale itself. If I could have said it in plainer words, I would have written otherwise. But the tale itself should be its own reality. People never accept that. They like to think that writers are aiming at something, in fact, I think that most people think. . .of literature as being a kind of Aesop's Fables. Everything is written to prove something--not for the sheer pleasure of writing it, or for the sheer interest a writer may have in the characters or in the situation or in whatever may be. I think that people are always looking for some kind of lesson. . ."
7. Heraldo Da Silva: Good, controversial topic.
8. Sr. Irene Escobar: Excelente exposição que me deixou verdadeiramente impressionada pelo domínio que o Senhor Dr. Andrews tem do idioma português. Acima de tudo, desejo manifestar o meu apreço pela competência com que preparou e dirigiu o Instituto e pelos professores que escolheu.
9. Leonard Goularte: Interesting but suggest the visual aids be improved.
10. Victor Huser: A stimulating talk, although I find it hard to accept some of the ideas put forth.
11. Carmen Lago: This lecture was very valuable because it provoked thought and discussion.
12. Ann Ledbetter: Interestingly presented, visual aids helpful, was an expression of opinion rather than a giving of information; it didn't contribute to my knowledge. It was of no practical value for me. If lectures are held at all, I feel it should be on a voluntary basis, or required only for those who can profit from the particular topic discussed (i.e., only ESOL should be required to attend the ESOL lecture). Otherwise they misuse precious time that could be more profitably spent.
13. Sarah Martin Pereira: Good. His Portuguese is excellent, and his personal charm very attractive. I happen not to endorse his point of view but recognize his right to maintain it. I am just of the "old school" in the matter of wanting to analyze and defend the biographical nature of most great pieces of literature as I have viewed them. (smile)
14. Donald Massoud: No comment.
15. Maria O. Melo: No comment.
16. Leonard Medeiros: Once material leaves the person, it becomes a forgotten piece of literature to the writer. One question: if writers want to enjoy the fruits of their labor, writing is geared to their (buyers') interests for monetary gain. Much of what is written today is pure trash, but then the majority of people reading anything today fail to discriminate. Your approach might be considered dogmatic. I would have appreciated a better "AV" presentation.
17. Lewis Mendes: Needs to improve his visuals. The print on the transparencies is too small. This seemed to be a common defect of many other visuals at the Institute. They seemed

XXIV. EVALUATION OF OTHER PROGRAMS-LECTURES

E. Dr. Norwood Andrews, Jr., "Algumas observações sôbre o estudo da literatura, ilustradas a base de textos Brasileiros."

17. Lewis Mendes: to have been made from copies rather than from clearly typed originals. Dr. Andrews' voice tended to also drop off at the ends of certain words and phrases making it hard to follow the flow of the lecture. He should also be a little less dogmatic about disagreeing with his fellow colleague when he expresses a differing opinion. Dr. Andrews should recognize this as an opinion and not as absolute truth.
18. Sr. Maria Oliveira: I haven't read or studied any Brazilian literature. I would hope to do so in the future as a result of our director's lecture which was very well delivered.
19. George Pontes: I am sorry that this aspect of the Institute was a failure this year. All professors should have worn a neck microphone. One cannot blame the acoustics of the lecture hall because Professor Piper lectured there daily and he was audible at all times. Many of the guest speakers lacked enthusiasm. To attend a dull, badly delivered lecture after a day of classes is not easy to take. I found myself straining to hear, let alone understand what some professors were saying. There is no excuse for such poor performances before a group of participants who attend in hopes of an enlightening experience. Participation in discussions was almost impossible. How can one agree with or take exception to something which was so beautifully mumbled? Even the members of the Institute staff declared the guest speakers poor and a waste for lack of enthusiasm and delivery.
20. Carolyn Rodrigues: Interesting topic and material. Transparencies, however, were illegible because of the small size of print.
21. Sr. Maria A. Silveira: Excellent display. Well prepared with visual aids and most clearly lectured. An interesting topic which Dr. Andrews presented us with an after-lecture period of discussion.
22. Sr. Irene Silvia: I am sorry to say that I did not gain anything from any of the lectures that were given in Portuguese because of my limited knowledge of the language.
23. Sr. Mary A. Thomas: An interesting presentation, well-delivered, and my first contact with Brazilian literature.
24. Mary T. Vermette: Some interesting observations, which proved to be controversial, as well as intriguing. I'm glad to see that some believe in clearing the fuzz "off the old, accepted ideas regarding the study of literature".
25. Kenneth Wallace: Interesting observations by Dr. Andrews; however at times some of the comments were inaudible. Suggestion: At future Institutes, I believe that when possible, copies of the lecture be distributed to participants and/or tape recording be made, and that any material used by the lecturer, e.g. poems, portion of story, etc., also be available. This would depend on the type of lecture. However, in some cases the lecture could be reinforced with some handouts.
26. Eugene Wellsfry: A rather revolutionary concept--one that is needed in the study of literature.

XXV. EVALUATION OF OTHER PROGRAMS

1. Film Series

1. Alfred Alves: Too often than not films were not working properly. Action should be taken in the necessary area to overcome the problem. Choice of films was good for the most part; however, a better selection of films that could be shown to our students perhaps would have been more appropriate and beneficial to us.
2. Luis Alvelais: Other than the film on Prince Henry, I suggest a better selection of films. Films, as much as is possible should relate to instruction. Technical problems must be dealt with immediately not at the end of the course.
3. Ricardo Arenas: Well worth the time but movies should have been partially run in advance to assure they could be seen and heard.
4. Elizabete Braga: They were most informative of various aspects-Brazilian and Portuguese Culture and Civilization.
5. Mary Carvalho: Many of the films were excellent, but some of the films of Portugal and Africa were out-dated and should be replaced by modern versions which are now available. The sound on some of the films was poor and should be checked before the showing of the films.
6. Sr. Sarita Córdoba: Because of the dearth of films in Portuguese, I appreciate the effort made to get the films shown at the Institute. Obviously, these films were aimed at the tourist, and although colorful, they were repetitious and lacked depth. But until a Portuguese or Brazilian film artist emerges, we have to use what is available.
7. Heraldo Da Silva: Those on Brazil - good; on Portugal and Islands - bad.
8. Sr. Irene Escobar: Com excepção de poucas, acho que as fitas foram de grande valor educativo. Aproveito porém a oportunidade de sugerir que o Instituto alcance outros filmes sobre os Açores, filmes que mostrem a beleza dessas ilhas que na realidade não são aquilo que vimos representado na tela.
9. Donald Goldsmith: A very good selection of films. Addresses of film sources should be made available to all participants.[23] Discussion should have followed the presentation as to how these films could be used as part of the teaching program of foreign languages. A sharing of ideas would have been beneficial.
10. Leonard Goularte: Most of these films would not be acceptable for our secondary or elementary schools. Poor quality of sound and in some of the subject matter. Suggest that the T.A.P. Airlines and also the Brazilian Airlines be contacted.

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[23] They were. Ed.

XXV. EVALUATION OF OTHER PROGRAMS

A. Films Series

11. Victor Huser: It was nice to see movies of the various places, but I got tired of the "travelogue" type after the second session. Can't you get something besides that type? How about a real movie, such as Orfeo Negro? That's a great movie depicting contemporary Brasil, her people, her music, her way of life in the favelas, her Carnaval. Something like that, showing people instead of buildings, is what we need--dramatic presentations in authentic settings.

12. Carmen Lago: There was definitely too much overlapping in the films dealing with Brazil. I feel that the films are an important part of the program but it might be best to show some which deal with the racial, political and educational situation as it is today as well as showing travel type films. More films in Portuguese might also be beneficial.

13. Ann Ledbetter: Good except for the first evening (first 3 movies). Informative and also provided a profitable opportunity for me to evaluate films regarding possible future use in schools.

14. Sarah-Martin Pereira: Good. Interesting. Informative. I would like to see added some movies shipped in from Portugal and Brazil so that we could share in the entertainment being enjoyed by Brazilians and Portuguese. Perhaps some real foreign movies could replace some of the lectures if it is difficult and costly to secure superior lecturers in Portuguese.

15. Donald Massoud: Adequate and interesting. No recommendations.

16. Maria O. Melo: Some were good and some were very poor.

17. Leonard Medeiros: Needs improvement in equipment and techniques Why not greater variety? See one--usually covers all in same location (Brazil).

18. Lewis Mendes: Poor and impractical from the standpoint that too much time was spent seeing the same thing. The last film on Brazil contained all of the essential facts contained in the others about Brazil.

19. Sr. Maria Oliveira: These were most instructive as well as recreational. I would like to have seen a better film on the nine islands of the Azores. However, I suppose its purpose was to depict the poverty of the people. The films on Brazil, Portugal, and Portuguese Africa were excellent. I appreciate the list of film series which was given to each participant during the Institute. During the year we should send for them to show to the people with whom we work. In this way we can spread Portuguese culture and civilization.

20. George Pontes: Despite the problems with the sound system, these were very enjoyable. It would be quite

XXV. EVALUATION OF OTHER PROGRAMS

A. Film Series

20. George Pontes: profitable if for the next Institute professors or participants from Brazil and Portugal could take films of local peoples, places, and events. A pure, non-commercial film (or films) would be ripe presentation for participants.
21. Carolyn Rodrigues: Films on Brazil seemed to all have the same people, birds, flowers, etc. After the 2nd time it becomes a bore! Most of the films would have been very good other than technical difficulties.
22. Sr. Maria Silveira: They were all very good and educational. However, there was one, "Açores," which was a rather poor and incomplete view of what the Azores really is. The most important factor was missing, namely that of showing the people of each Island and feasts as well.
23. Sr. Irene Silvia: The films were very good and worthwhile.
24. Sr. Mary Thomas: Very instructive, informational and colorful. I enjoyed every one of the films and suggest that this same type of film be kept on the agenda. If films on the historic monuments of Portugal could be shown, I believe they would be of much interest to the students of culture and civilization.
24. Mary Vermette: Adequate, but unfortunately too much in the manner of travelogues and propaganda films. It was difficult to judge what the life of ordinary citizens would be like.
25. Kenneth Wallace: These were interesting from an overall view of the Portuguese speaking world. There were some old films and some Brazilian films that were repetitious, which created a certain amount of dissent. Not knowing the problems involved to obtain these films, I can only suggest that perhaps some films showing people at work be shown. The films gave me the impression that people always partied and never worked in Brazil-they were somewhat too "Chamber of Commerce."
26. Eugene Wellsfry: Color excellent-content a bit repetitious and one sided. The poverty of both Brazil and Portugal should be presented also.

B. Round-table meetings with advisors

1. Luis Alvelais (Dr. Reinhardt): OK.
2. Alfred Alves: (Prof. Vázquez): Meetings were very informative and helpful.
3. Ricardo Arenas (Dr. Reinhardt): "A shoulder to cry on." Oftentimes needed. Good advice.
4. Elizabete Braga (Prof. Jensen): It was an opportunity to express our opinion while the Institute was in progress.
5. Mary Carvalho (Dr. Piper): I felt the round-table meetings were very good. It gave the participants an opportunity to discuss problems and make

XX'. EVALUATION OF OTHER PROGRAMS

B. Round-table meetings with advisors

5. Mary Carvalho (Dr. Piper): suggestions. Dr. Piper was very receptive and helpful.
6. Sr. Sarita Córdoba (Col. Wachholz): Our group had three round-table meetings. Every effort was made to delete those things which were ineffective and to incorporate those that would be or might be beneficial. I would suggest a round-table meeting toward the end of the term. It is easier to have discussions ad hoc than in retrospect.
7. Heraldo da Silva (Dr. Piper): He was very receptive and understanding. It's a good idea to have this type of meeting.
8. Sr. Irene Escobar(Dr. Piper): Muito animados, excelente colaboração.
9. Donald Goldsmith (Col. Wachholz): The round-table meetings involving the entire group were more successful last year. We, who were attending the Institute for the second year, were not faced with problems and I feel that our experiences with the Institute last year would have been helpful in solving the problems of those new to the Institute this year.[24]
10. Leonard Goularte (Prof. Rocha): We were able to meet three times for our round-table meetings. Our advisor listened to our problems and advised us regarding our classes, and homework.
11. Victor Huser (Dr. Piper): Dr. Piper listened to us and made notes, which I'm sure he passed on to the administration. Not much was ever accomplished,though.
12. Carmen Lago (Dr. Reinhardt): I believe that the system used this year was quite effective, at least for our group, because Dr. Reinhardt was always available when we needed assistance. I would suggest that in the future a similar plan be employed (a meeting each week for the first two weeks). Meetings could always be called at any time if a special problem arose. (Our meetings were helpful. Dr. Reinhardt was extremely efficient about following up our suggestions or requests.
13. Ann Ledbetter (Prof. Teixeira): A very effective way of evaluating and improving the Institute as it progresses. Our group did not carry out all of the meetings on schedule. A couple of times we did not meet. It would have been better to hold the meetings regularly.

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[24] The Director and Associate Director, both of whom were also veterans from 1968, disagree entirely. Furthermore, there was nothing to prevent returning participants from sharing their knowledge with novices on an informal basis.

XXV. EVALUATION OF OTHER PROGRAMS

B. Round-table meetings with advisors

14. Sarah Martin-Pereira (Dr. Reinhardt): These were adequate. I believe also each student should be invited in once a week for a private conference with his advisor. There may be things he would want to say privately that he would not want his peers to hear him say openly. I invited myself in to see Dr. Reinhardt on two occasions and so my needs were met. Each student would like to hear himself recite on the tape which he has used in the lab in imitation of the model, and then have his pronunciation analyzed by his adviser. . . perhaps three times during the course. (I took advantage of the general invitation to do so, and sent up one short recording which was analyzed by Dr. Reinhardt. I felt a need was met, but would have liked two more such personalized opportunities for improvement.)
15. Donald Massoud (Prof. Rocha): No recommendation. The idea is a very good one and I was extremely satisfied with my advisor and the informality of the whole idea where we could air our gripes and get answers to specific questions.
16. Maria Melo: No comment
17. Leonard Medeiros (Prof. Teixeira): Extremely sympathetic to my cause, but felt it had to be my "ball game." Moving me to a slower group at least gave me a chance to catch up. I am very grateful to him and all the others aware of my particular situation; they were most cooperative.
18. Lewis Mendes (Prof. Teixeira): OK. The messages seemed to get through in both directions--students to staff and staff to students.
19. Sr. Maria Oliveira (Prof. Jensen): These meetings were really worth while. Each one was free to talk and we certainly learned from one another. Prof. Jensen was patient and a good listener. He was never in a hurry. He gave us whatever time we needed and he made us feel free to see him whenever we needed.
20. George Pontes (Prof. Wachholz): Very worthwhile! A very stabilizing and necessary practice. A must for future Institutes.
21. Carolyn Rodrigues (Prof. Teixeira): Atmosphere was always informal, friendly, helpful and open to suggestions. He was always available for consultation if we had any problems.
22. Sr. Maria Silveira (Col. Wachholz): There was an openness of each participant among the group together with our advisor. These meetings were good and well conducted and encouraged by our advisor.
23. Sr. Irene Silvia (Prof. Teixeira): We had two round-table meetings at which we discussed a few problems and made suggestions which I believe were well received.

XXV. EVALUATION OF OTHER PROGRAMS

B. Round-table meetings with advisors

24. Sr. Mary Thomas (Dr. Jensen): These were held on schedule; any problems with courses, etc., were resolved. Dr. Jensen was available whenever we needed him and was always generous with his time and advice.
25. Mary Vermette (Prof. Wachholz): Since we were second year participants, I believe that our problems were minimal and any that we had, we found Sr. Paulo would try very hard to solve.
26. Kenneth Wallace (Dr. Reinhardt): The two meetings we had with Dr. Reinhardt enabled us to confidentially air problems that developed. These should be continued next year. They are most valuable at the beginning of, or during, the first half of the course.
27. Eugene Wellsfry (Col. Wachholz): Useful in sharing ideas as to success of the Institute while in session. Holding them in the earlier part of the summer helped prevent any development of major problems. The idea of an "inbetween man" was good in that it freed the director for other important and pressing tasks.

XXVI. Do you have any advice for the improvement of:

A. <u>Housing accommodations?</u>

1. Alvelais: Excellent.
2. Alves: Very good. However, names of participants should be given to desk clerk in main lobby so that he or whoever concerned with taking in long distance calls know that we are there.
3. Arenas: Excellent.
4. Braga: Excellent.
5. Carvalho: Carmichael Towers is excellent. I don't feel there could be any improvement.
6. Córdoba: Excellent.
7. Da Silva: Good.
8. Escobar: Excelentes.
9. Goldsmith: Excellent. No need for improvement.
10. Goularte: Very good, comfortable and restful.
11. Huser: Very nice. The refrigerators were very useful.
12. Lago: Quite adequate--no suggestions.
13. Ledbetter: Good except that elevators have frequently failed to function at crucial moments.
14. Massoud: Excellent.
15. Martin-Pereira: Very good. No complaints. Raves and praises for the care with which our suite mates were selected. We were so congenial and so well-suited that we feel we have made a new set of life-long friends. Air-conditioning, bath room quarters and facilities, space in room and parlor. . . very fine. Courteous treatment by all workers, clerks, staff, etc.
16. Medeiros: Excellent.
17. Mendes: Excellent.
18. Oliveira: Excellent. Big air-conditioned rooms, comfortable spacious study quarters. What else does one desire?
19. Pontes: Great. Couldn't be better.

XXVI. Do you have any advice for the improvement of:

A. Housing accommodations?

20. Rodrigues: Excellent accommodations. Thank God for air-conditioning. Someone who has a double room to themselves, however, shouldn't be charged the same room fee as someone who only has a single room (with lots less space!)[25]
21. Silveira: Excellent ones. Nothing missing.
22. Silvia: Excellent.
23. Thomas: Excellent.
24. Vermette: Excellent.
25. Wallace: Very good. If air-conditioners could be turned off completely in each room it would be a better situation.
26. Wellsfry: Excellent.

B. Food service?

1. Alvelais: Excellent.
2. Alves: Very good.
3. Arenas: Excellent. We were frequently charged 2¢ or 4¢ when we were over our allotment but we were never reimbursed for the MANY times we were under. We were charged more for food services because we paid in advance than a person who paid on a meal basis.
4. Braga: Good but without variations.
5. Carvalho: I enjoyed the food thoroughly and the daily allowance was sufficient for me. However, I would like to suggest that instead of an allowance for each meal, we have one for each day. At some meals the full allowance was not used, and there was no reimbursement. At other meals if we went over our allowance we had to pay for it.
6. Córdoba: Excellent.
7. Da Silva: Good.
8. Escobar: Excelente.
9. Goldsmith: Excellent. No need for improvement.
10. Goularte: Good food. We ate too much.
11. Huser: Food was good, but I don't like the meals allowance system. Let us buy our own meals. That way we can get as much as we want, or can skip meals.
12. Lago: Many people seemed to be unhappy with the system employed this year. Perhaps it would be best to let every participant pay for his own meals individually rather than issuing meal tickets.
13. Ledbetter: Service was good after a little complaining. They even went out of their way to prepare my special diet. The milk and fruit has often been spoiled. I became very ill from the spoiled fruit. I was 5 days in bed and felt badly for two weeks.
14. Martin-Pereira: Excellent. Comment made in greater detail on other sheet. Courtesy of all dining room workers, cashiers, etc. was exemplary.
15. Massoud: The meal allowance should be cut back so that we do not have to take extras to reach our quota. It's bad business to eat 85¢ worth of food for $1.50 or even $1.10. In this way,

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[25] None was. Ed.

XXVI. Do you have any advice for the improvement of:

B. Food service?

15. Massoud: we could eat lightly at each meal and not feel that we're losing money.
16. Melo: Good with the exception of spoiled milk and fruit salad.
17. Medeiros: Very good except for some spoilage (milk).
18. Mendes: Too much milk was allowed to sour. Once milk has undergone a temperature change it should be used for cooking before it spoils rather than try to save it for the next meal.
19. Oliveira: Here may I please suggest that the participants have the money for their meals? They can buy as much as they need. Many a time we did not need the amount allotted, at other times we needed more. In this way the money would balance out without the participant paying extra as was sometimes the case.
20. Pontes: Good, but sometimes very trying!
21. Rodrigues: The food was excellent as was the service. However, for most of us the allowance for supper, especially was too much. Perhaps this could be changed.
22. Silveira: Very good service. I would rather have the money instead of the ticket, thus I could regulate my diet in a different manner.
23. Silvia: Very good.
24. Thomas: I think each participant should be allowed to buy what he needs and pay for it himself. We are adults and some of us never needed the amount of food we were charged for; other times we may have wanted more but had to pay extra for the food.
25. Vermette: Excellent.
26. Wallace: Food ranged from good to excellent at times. Participants definitely should be allowed to purchase meal tickets. Many did not buy the amount of food which equaled the specified amount per meal so were paying extra for nothing or the next meal had to pay for extra food. Definitely meal tickets.
27. Wellsfry: Generally good--would still like to see it conducted on a cash basis, but that evidently is not possible.

C. Recreational facilities?

1. Alvelais: Minimal.
2. Alves: Hardly had time for recreation but hours for use of swimming pool should have some coordination with our class schedule.
3. Arenas: Very limited but so was our recreation time.
4. Braga: Nothing.
5. Carvalho: Didn't have a chance to use them as classes ended late in the afternoon.
6. Córdoba: Does not apply.
7. Da Silva: O.K.
8. Escobar: Boas.
9. Goldsmith: Nothing was available this year.
10. Goularte. None available. No time for recreation.
11. Huser: Adequate.
12. Lago: No suggestions.
13. Ledbetter: We would have appreciated being able to use the swimming pool.
14. Pereira: Where were they? I never had time to find them. But

XXVI. Do you have any advice for the improvement of:

C. Recreational facilities?

14. Pereira: the parties given by the Institute, and some arranged by the participants were all great fun, well-spaced, and did much to ease the tension, as well as to facilitate our getting to know each other better. The sociability of all the staff members added greatly to our enjoyment of all the functions.
15. Massoud: It would be nice if we had a little time each week for some real recreation, like swimming, basketball, or just plain exercise. As it is, we're going all day and studying in the evening and this mental strain takes away much desire for physical exercise.
16. Melo: No time available.
17. Medeiros: The pool should have been available Sunday afternoon; then the week would have been completely full. A group trip covering Nashville would have been appreciated.
18. Mendes: No time to find out what they were like.
19. Oliveira: I would like more getting together for singing and learning Portuguese songs and dances. This is part of our people's culture.
20. Pontes: Where? On campus everything seemed to be in a state of progressive flux!
21. Rodrigues: Were there any?? The pool should be open in the evening.
22. Silveira: Very good.
23. Silvia: No comment.
24. Thomas: Too limited. We didn't have time to enjoy or explore the neighborhood or nearby Tennessee. I think the Institute should sponsor week-end tours and trips to historical or interesting places in Tennessee.
25. Vermette: Good.
26. Wallace: Poor. Almost non-existent.
27. Wellsfry: Poor, in light of schedule. Impossible to use swimming pool and other facilities during the week days. Week-ends, O.K.

D. Social Functions?

1. Alvelais: Very good.
2. Alves: With our schedule social functions had to be limited; however, "Sunday Buffet" put on by participants help to serve this function.
3. Arenas: Very good.
4. Braga: Excellent among ourselves.
5. Carvalho: Except for the few events planned by a "few" participants there were none. I think the Institute should plan some "sight-seeing tours" for some weekends. These could be half-day or full day affairs. Bus transportation and a guide or lecturer should be arranged for the groups. It seems a shame to come a long distance and not see what Tennessee has to offer.
6. Córdoba: Good, meaningful, nicely spaced and brought the group together.
7. Da Silva: O.K.
8. Escobar: Tivemos bastantes e todas boas.
9. Goldsmith: Some of the announcements of the events were not received in time. Other plans had already been made.
10. Goularte: Our Sunday evening dinners at the residence hall were

XXVI. Do you have any advice for the improvement of:

D. Social Functions?

11. Goularte: most enjoyable.
12. Huser: Adequate. The opening cocktail party was nice to get us started.
13. Lago: No suggestions.
14. Ledbetter: I especially enjoyed the "Portuguese" party held during the middle of the course. It provided an opportunity to become acquainted with Portuguese food, music, songs, and their customs. I enjoyed learning the Portuguese songs.
15. Pereira: See above section. I thought they were ideally planned, arranged and carried out.
16. Massoud: Very enjoyable and varied, especially the Portuguese meal and the faculty's party. Sunday night buffets planned by various participants brought us all together again after the week-end. These were very successful affairs.
17. Melo: Sunday night dinners were very enjoyable among all participants.
18. Medeiros: How can anyone enjoy a function with work piled up and deadlines to meet? I haven't even been down-town.
19. Mendes: Quite adequate--though coat and tie events are sort of ridiculous in this kind of weather.
20. Oliveira: I wouldn't want too much of this. With the intensive program the Institute follows, we need time for study--although I would like a course or something to be thought of in the line of Folk Songs and Dances.
21. Pontes: Great fun! Wonderful and lasting memories of an unusually fine group of people--professors and participants alike.
22. Rodrigues: We planned and put them on ourselves for the most part.
23. Silveira: We had very good ones.
24. Silvia: Very good.
25. Thomas: Well organized by participants--wonderful spirit among faculty and participants. Faculty-sponsored socials were limited but enjoyable.
26. Vermette: Good. Still need better organization; and some funds with which to work.
27. Wallace: Good participation of most of the group-planned activities. Otherwise social functions at Vanderbilt are lacking during the summer.
28. Wellsfry: Excellent--not too time-consuming. The spontaneity of the unplanned functions in the dorms was good and one did not feel obligated to attend if it wasn't convenient.

E. Communication from Vanderbilt prior to your arrival on June 23rd?

1. Alvelais: Adequate (vital information such as housing address may be sent a few weeks earlier).
2. Alves: Good.
3. Arenas: Booklists should have been sent earlier.
4. Braga: Excellent.
5. Carvalho: Usually good, but the last communication was a little delayed.
6. Córdoba: Excellent. I would suggest that if at all possible we would get the list of books required ahead of time.
7. Da Silva: O.K.

XXVI. Do you have any advice for the improvement of:

E. Communication from Vanderbilt prior to your arrival on June 23rd?

8. Escobar: Excelente.
9. Goldsmith: Adequate but not as comprehensive as last year. The small catalog of the Institute[26] last year was excellent for preparation for the Institute.
10. Goularte: Very good. Most prompt.
11. Huser: Very good and helpful.
12. Lago: No suggestions.
13. Ledbetter: Good in general. Erroneous information about transportation from the airport caused extra expense for some.
14. Pereira: Thoroughly adequate.
15. Massoud: The sooner we are advised of acceptance, the better.
16. Melo: Very good.
17. Medeiros: No comment.
18. Mendes: Poor. The directions to take a limousine from the airport to downtown and then a taxi from downtown to Carmichael Towers were sort of misleading to say the least and were also rather expensive. The cheapest way for one person is a limousine from the airport to Carmichael--for two or more persons it's a taxi from the airport to Carmichael. We were not told what kind of climate to expect, what to do if we brought cars, or the relative advantages or disadvantages of having transportation here. A map of the local city bus line and schedule would have been very helpful.
19. Oliveira: Truly excellent--the packet we received prior to our coming with a lot of information helped a great deal.
20. Pontes: Just fine!
21. Rodrigues: Poor,poor,poor!! We were told very little! We knew nothing about the weather, the position of the campus in relation to the airport, the shopping district, etc. I brought sweaters, a coat, etc. which I never used and didn't bring an umbrella or raincoat which I needed. Wardrobe planning help is important.
22. Silveira: Excellent.
23. Silvia: Very good and informative.
24. Thomas: These have been prompt and courteous.
25. Vermette: Good, but a little late.
26. Wallace: Good.
27. Wellsfry: Sufficient.

F. "Internal" communications during Institute program?

1. Alvelais: Excellent.
2. Alves: Good.
3. Arenas: Notices should be posted on a bulletin board.
4. Braga: Excellent.
5. Carvalho: Good.
6. Córdoba: Excellent. In fact, the success of the whole program was due to the masterful planning and coordination and I commend Dr. Andrews, the program Director.

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[26] The general cutback on federal funds prevented the publication of so expensive an item this year. Ed.

XXVI. Do you have any advice for the improvement of:

F. "Internal" communications during Institute program?

7. Da Silva: O.K.
8. Escobar: Excelente.
9. Goldsmith: Some of the communications were late in arriving concerning meetings especially.
10. Goularte: Would have appreciated more announcements regarding the agenda for the week.
11. Huser: One central bulletin board should be established from the first day and made use of.
12. Lago: No suggestions.
13. Ledbetter: Very good.
14. Pereira: Thoroughly adequate.
15. Massoud: Good. No problems. All professors and the Director were always around whenever I had a question.
16. Melo: Good.
17. Medeiros: Very good.
18. Mendes: At times the "grapevine" was more "efficient" than the official sources.
19. Oliveira: All participants followed the 1 p.m. class on "Culture and Civilization." Most of the announcements were made then. From time to time we received campus mail in our mail boxes. These communications were well organized.
20. Pontes: Good.
21. Rodrigues: Very good. Advisors, profs, and Institute heads were always available and helpful.
22. Silveira: Excellent organization of the overall program!
23. Silvia: Very good.
24. Thomas: Excellent.
25. Vermette: Good, but again, usually a little late.
26. Wallace: At times not too good especially if something spontaneous was planned. Best "internal" communications were the announcements at 1 p.m.
27. Wellsfry: Very promptly expedited.

XXVII. Additional Questions and Answers

A. Alvelais

The summer Institute in Portuguese at Vanderbilt has been of great value to me and I hold in high esteem those individuals responsible for it. There was, of course, the great opportunity to meet socially and professionally with colleagues to exchange ideas. As a result of the Institute I have a better respect and admiration for the Portuguese people, their history and culture. I am also more aware of some of the more unpleasant realities with which they have had to live. As a student I was able to analyze some of the problems that a high school student of Portuguese would encounter. I also was reminded of what it was to be a student under pressure and have resolved to be a more "humane" teacher with respect to my own students. The pace and the thoroughness of the Institute gave me a feeling of having really accomplished something. I am proud for having attended the Institute. I am humble for the warm personal relationships, and I am happy for having learned so much.

B. Arenas

No questions. Just congratulations on an outstanding Institute.

XXVII. Additional Questions and Answers

C. Carvalho

Why can't some of the late afternoon classes be given in the morning or early afternoon? I would prefer to be busy in the morning, rather than do so in the late afternoon.

It is difficult to schedule due to the variety of classes. However, an attempt is being made to verify this if possible.

Please Note: If I have been critical, I hope it has been constructive. I do want to say that the "Institute in Portuguese" was marvelous and if no changes were to be made, I would be honored and delighted to be selected to attend again. I do want to state that the Institute was very well organized. The caliber of the courses I attended and the ability of the professors were excellent. The living accommodations were luxurious and the meals were wonderful. The friendly and professional atmosphere which prevailed among the participants and the professors, and the hospitality of the citizens of Nashville are added to the success of the Institute. I am very grateful to have had the opportunity of attending the Institute at Vanderbilt University.

D. Córdoba

Would it be possible to have a "Conversation" or "Discussion" consultant for one or two participants only? The problem for those in a position similar to mine is the effective and fluent use of the language. I would like to suggest that participants be permitted to handle the money for meals. Since lunch and dinner were scheduled to give the opportunity to use Portuguese I believe that the participants would be conscientious enough to be present then and the cafeteria could count on their patronage.

REMARKS: I would like to thank Dr. Andrews, the professors and interns for a most enjoyable and profitable summer. The professors and all members of the staff were most approachable and helpful. True, the work was challenging; but in the atmosphere of Vanderbilt and with first-rate professors learning is a joy. I hope that the United States Office of Education sees fit to continue this much-needed program.

E. Da Silva

Although I have enjoyed the Institute, I feel exhausted. And this is not fair, because most of us feel the same way. The plans for this Institute failed to understand human psychology. To start at 8 am and finish at 9 pm (M & Th) with very few breaks is not for human beings, less for teachers tired of 9 months of school. I do strongly recommend a less heavy schedule. Let us be human, and not slaves of too ambitious plans. Why couldn't a participant of Portuguese descent, with Portuguese language ability have been chosen as a social chairman?[27] It's embarrassing and confusing to receive instructions in bad Portuguese.

F. Escobar

Das aulas e do contacto com todos os professores dos quais já me referi, devo dizer que aprendi muito e desejava voltar a tê-los como professores.

G. Goularte

Look forward to next year.

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[27] The choice of a social chairman is strictly up to participants. Ed.

XXVII. Additional Questions and Answers

H. Huser

It really seems as if the people in my category (non-native, non-fluent) were left out. Only one course seemed to be aimed directly at us, that being Prof. Rocha's Advanced Composition class, and that one didn't help very much. We needed some good advanced grammar and conversation courses, taught by educated native speakers. Personally, I didn't like the emphasis on Portugal.[28] I would like to see more Brazilian flavoring to such Institutes. Perhaps we could have an overseas institute in Brazil.

I. Ledbetter

On the beginning level, more emphasis should be placed on the language.[29] Courses not directly related to the Portuguese language should be kept to a minimum.[30] A special course in directed conversation and supplementary vocabulary should be offered, in addition to the already existing beginning language courses. Courses such as Sociology might be eliminated for the beginning language student. If this cannot be done, then I feel the composition class should be converted into a conversation course, or at least be divided between composition and conversation. On the beginning level conversation should take priority. The oral is more important first. The written can be learned later, even from a book on an individual basis, or it could easily be included in the grammar section. My summer at the Portuguese Institute has been very profitable. In general, the courses and instructors were excellent.

J. Martin-Pereira

Maps of Brazil and Portugal in wall chart size and color would add much to our understanding and appreciation of countries under focus, if we could have access to them in every classroom and in the lounge. Also individual 8 x 11 maps of these two countires (even one including the Madeiras and Azores and Mozambique and Angola, etc.) could be given each participant in his packet of materials. At least one film presenting a real-life movie made in Portugal or Brazil where the movie stars popular in that country are the real players. We could profit much by pretending we were in a Brazilain theatre enjoying and coming to appreciate what Brazilians like for entertainment. More exposure to professionally produced Brazilian and Portuguese music. Perhaps an evening of records in the dining room, or in Carmichael Hall. A short comment by one of the Brazilian or Portuguese natives explaining who the popular artist is, what the music means, who likes it, and why, etc. (The same might be done with currently well known artists--painters, architects, etc.) A woman on the professional staff who serves as general counsellor or hostess and who has the stature of the other male professors. (I realize Sister Franco, and Professors Marane and Corrêa and Schlithler were there, but somehow they did not enjoy the same level of authority and stature as the other advisors.) I do not feel strongly on this matter, but at one or two points I felt a mature woman

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[28] The emphasis was intentionally Continental this year, just as it was intentionally Brazilian in 1968. Ed.

[29] Results--the measuring of how well the beginners did in fact learn Portuguese--demonstrate conclusively that adequate emphasis was "placed on the language." Ed.

[30] They were. Ed.

XXVII. Additional Questions and Answers

J. Martin-Pereira

teacher could have smoothed over any mild moments of frustration or irritation when the strain of hard work and close living began to tell. The availability of Portuguese-English dictionaries in the lounge for reference.
COMMENTS: The parties and receptions were "swell". We got to know each other with real affection and appreciation. We found models and ideals to emulate from among the staff, and we came away convinced of the genuine worth of our professions. The contagion of good teaching must surely have caught us, and I, for one, feel greatly strengthened, uplifted and benefited. I really want to be a good teacher of Portuguese.
NOTE: Allow me to add a word of commendation for the Directors, Dr. Andrews and Col. Wachholz. Dr. Andrews had done such a superior job of pre-planning and organizing that everything in the program went off on schedule. His own dignity, charm and constant surveillance along with his accessibility and warm reception of all of us added to the enthusiasm being engendered at the Institute. Col. Wachholz was like a big brother to us all.
LABORATORY FACILITIES: Thoroughly adequate. The tapes were always readily available and in good supply. Maj. Cullum and his aides were always very courteous and alert. They were often helpful. The system of monitoring our pronunciation was handled excellently. We finally realized that practically every teacher on the staff including Maria Lucia Schlithler in fullest proportion had heard and could comment on our progress. Maria Lucia was especially helpful. Her gaiety, charm, and ease of manner coupled with her obviously sincere desire to help us learn to speak well were real assets.

K. Massoud

What have I gotten out of the Institute?
This has been one of the most enjoyable and rewarding experiences of my life. I have made many good friends and I really feel that I have learned a great deal. I have worked hard and I am exhausted; but I leave Vanderbilt with a sense of accomplishment. I must say that I was extremely impressed with the competance of the staff. Three in particular I would like to mention are Dr. Piper, Dr. Reinhardt, and Sister Franco. The material I have learned from these three people has left a great impression on me. Along with Prof. Rocha, these are the people with whom I had the most contact and I was not only impressed with their knowledge, but the four of them were extremely friendly and informal with me. This personal interest certainly helped me to adjust to such (for me) a new situation and made me try a little harder. I plan to continue my Portuguese studies in the Fall River area and I hope I am afforded the opportunity to attend a future institute. Special thanks and congratulations to Dr. Andrews for putting together such a fine institute and also for allowing me to attend.

L. Medeiros

By and large, I am extremely pleased with the Institute and its operation. The program could have been spread out another week or why not try to cut down on some classes, particularly the "repeat" classes. The approach by all the professors was superb; I have learned a lot. I hope to improve on my Portuguese as I go along. More classes in this area, less classes in others, might have done the job. Conversation should be enforced. Effort on my part was furthered by some thoughts of two people who said it could not be done. I am with you and your future programs if you so determine my worth for the good of Portuguese everywhere.

XXVII. Additional Questions and Answers

M. Mendes

How could the use of the Film and Lecture series by improved?

I may be wrong but I don't think that the trouble with the projector stemmed from the interference of the air-conditioner. If the air-conditioner interfered with the remote speaker I think that it would also interfere with the self-contained speaker. At times the sound seemed to indicate a loose connection or a frayed wire along the way. There were times when the sound seemed to indicate that the film was not remaining tight around the sound drum. The steady static that was heard at times when the machine was turned on but not running could be caused by several things, any one of them combination of any two or more, or by all. Examples are: lint over the exciter lamp peep hole, loose connections, frayed wires, or weak tubes. This projector has not seen very good maintenance as observed by excessive amount of lint around the aperture of the gate and lens. This lint when allowed to build up to the point that the film starts to remove it gets deposited on other parts of the projector and is not the best thing for the life of the film itself. I think that an institution of this caliber should have a better projector and schedule of maintenance on same. 6:30 would have been a better hour for film and lecture series. It wouldn't have broken up the evening so much and would allow for more study time. There should not be any films or lectures on the day that classes run until 6 o'clock.

MAIL SERVICE: We should be able to get to our boxes until 5:30. The postoffice window should be open until 5:00. On Saturday we should be able to get to the boxes at least until 12:30 to allow us to make maximum use of the lab. As it was we had to leave early in order to get to the post office by 12:00.

N. Oliveira

Are there any suggestions?

Yes. I would suggest that every participant who so wishes be allowed to follow the demonstration classes. I was very grateful for the courses assigned to me. However, I would have profited much from newer methods as shown in the demonstration classes. I know that as an older teacher refresher courses are a must.

O. Pontes

The overall organization of the Institute was excellent. It ran very smoothly and very efficiently. The administration, especially the director, is to be commended for their hard work. Do consider the need for the demonstration teacher to be also a methods teacher--explainer--discusser!!! Why not acquire a set of books from Portugal and Brazil for each grade level; I am speaking of the books used in these countries to teach their students. Sister Franco had a grammar that was from Portugal. It had much to offer. Also, it would help if the students had maps of Portugal, Portuguese possessions, and Brazil. Visiting lecturers would do well to wisely announce their topics well in advance and provide an outline of their talks. This would insure them of an audience that would be somewhat "tuned-in" to their lectures. I think it would also insure the participants of more challenging lectures on the part of the professors. The Institute was a fine experience. The participants were truly wonderful and the staff was once again a very human group, even Prof. Jensen with his book report-a-week club. I believe the ESOL people forgave him after that skit on the last Friday.

XXVII. Additional Questions and Answers

P. Rodrigues

On the whole I think the program was excellent and set up very well. It has been one of the most rewarding summers of my life. The courses were well coordinated. The quality of the staff was excellent. They were concerned for the welfare of the students. I do feel that the lecturers could have been picked more carefully. Every bit of money that the Federal Government invested in the Institute, I, as a taxpayer, feel was very well spent! I think the size of the group was just right. A larger group would lose the unity this one had. I am looking forward to next year's Institute. Please keep me in mind.

Q. Silveira

For those who had first year demonstration last Institute, I did not think they should have had the same thing this year for it was only repetition even though we had a very good professor conducting these classes. I would recommend that the participants should be informed, before arriving at the Institute, of what materials they should bring with them for these demonstration classes as well as for micro-teaching. This would be of great help to us since we lack the time to do the needed aids for such demonstration or micro-teaching classes. The intern teaching should also be known to us before arriving at the Institute to facilitate the necessary preparations.

R. Thomas

This whole program has been very helpful. I have derived much profit from all the courses, without exception, and I have high praise for all the teachers and the wonderful spirit that has existed among teachers and students. This has been a very enriching summer, both professionally--and in many other respects. I am glad I had the opportunity to participate in this Institute of Portuguese.

S. Vermette

It was a fine Institute; very valuable. I'm sure that everyone is a better-informed teacher for it. I hope that his success will be repeated another year. Sincerest congratulations to the Director, his assistant, and all the professors who have up their summer leisure to assist us in improving our educational and professional knowledge.

T. Wallace

Will participants return?

In my opinion I believe they will return provided that the intensity of the program, the pressure (which every participant student and teacher alike felt) and the confinement on week-ends can be relieved somewhat. To relieve this: 1) plan field trips at the beginning of the program to acquaint participants with Nashville and the surrounding area, 2) provide material pertaining to public transportation--schedules, cost, etc. since most participants are here without a car, 3) use chartered busses for tours--this could be optional, 4) continue with planned recreation. A few final comments: 1) To the Brasilians who relieved the monotony of weekends by providing music and gaiety and "festas"--thank you so much, you were all great. 2) To Dr. Andrews, the staff and all participants: The personal interest and concern of everyone has made this Second Institute in Portuguese a success. We have

XXVII. Additional Questions and Answers

T. Wallace

lived as an extended family--coming here as strangers and leaving as close friends sadly leave. May each of you be successful in your pursuit to extend Portuguese.

U. Wellsfry

I am interested in what can be developed in the way of a combination travel-study program next summer in the target language--Brazil or Portugal.

VANDERBILT UNIVERSITY

INSTITUTE IN PORTUGUESE (EPDA)

A Flexible Dual Program in Foreign Language (FL) & English As A Second Language (ESOL)
Seven Weeks: June 23-August 8, 1969

TO: Institute Applicants

FROM: Norwood Andrews, Jr., Ph. D., Director

SUBJECT: Instructions for completing formal application. PLEASE READ CAREFULLY.

Eligibility. To be eligible to apply for admission to this Institute, you must belong to one of the following categories: 1. Practicing secondary school teachers of Portuguese (Grade: 7-12. Area: open). 2. Practicing teachers of English as a second language (Grade: open. Area: centers of recent heavy Portuguese immigration). 3. Qualified prospective teachers in both subject areas (Grade & area as above, according to field). 4. Administrative, supervisory & support personnel in both areas.

Deadlines. Completed applications must be postmarked by April 6, 1969. Accepted participants & alternates will be notified by April 19, 1969. Acceptance letters from participants and alternates must be postmarked not later than April 28, 1969.

SEND NOTHING TO WASHINGTON. Send all materials and address all correspondence to: Dr. Norwood Andrews, Jr., Director/Institute in Portuguese (EPDA)/Box 1581/ Vanderbilt University/ Nashville, Tennessee 37203.

Application Procedures. Your packet of application materials contains, in addition to this instruction sheet, the following items: 1) Three Federal forms (black ink)-- an application for admission [OE FORM 7211], a modern foreign languages supplementary application for admission [OE FORM 7211-1], and a confidential evaluation form [OE FORM 7212]; 2) One supplementary Vanderbilt form (purple ink), which is to be completed by prospective teachers only. Unless you are a prospective teacher, discard this form.[1]

Applicants who do not know Portuguese are required to furnish a short (3 to 5 minute) tape recording of their own voice reading a selection of their choice in that language in which they are best prepared. The recording must be in either Spanish or French for prospective Portuguese (FL) teachers. Applicants with no previous formal language preparation who have a substantial passive or residual knowledge of Portuguese (such as that imparted by growing up in a Portuguese-speaking home, etc.) do not submit a tape recording. They must, however, explain their situation in detail in a covering letter, and may be required to furnish additional supporting evidence at the discretion of the Institute Director.

Applicants who do know Portuguese are strongly requested to furnish a five minute tape recording in Portuguese. If they are unable to do so previously, successful applicants will make the recording immediately upon arrival at the Institute; its omission from the application should be explained in a covering letter to the Director. Be sure to identify yourself on the tape itself, as well as on the box or wrapping. The tape may be sent under separate cover from the other materials, but must also be post-marked by April 6.

Prospective teachers in both subject areas must furnish complete information about the nature of the Portuguese FL or ESOL course (or courses) they will teach beginning in the academic year 1969-70. A form is provided, and must be countersigned by the proper administrative official of the applicant's school.

[1]Federal forms omitted from this Report.

VANDERBILT UNIVERSITY

INSTITUTE IN PORTUGUESE (EPDA)

This form to be completed by prospective teachers only (Portuguese and ESOL).

_____
(name)

_____
(position)

_____
(school)

In the space below, please write a complete, detailed description of the Portuguese or ESOL course (or courses) you expect to teach upon successful completion of the Institute program. Use the back of this sheet if you need additional space.

After you have completed filling out this form, please give it to your principal or other relevant administrative official, so that he or she may countersign and validate it.

I certify that the course (or courses) described above will be offered in the academic year 1969-70

_____
(signature of principal or authorized official)

_____
(title)

_____
(school)

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

Nashville, Tennessee
37203

DATE: April 19, 1969

TO:

FROM: Norwood Andrews, Jr., Ph. D., Director

I am happy to inform you that you have been selected as a participant to attend the Institute, and I wish to extend to you my warmest congratulations on your successful application. I look forward to welcoming you personally to the Vanderbilt campus. A summer of hard work lies ahead for all of us, staff and participants alike, but it promises equally to be both stimulating and rewarding, as well as one more step forward in the campaign to establish Portuguese in its rightful place in American education.

If you plan to accept your appointment as a participant in this program, I must ask you to submit a letter of acceptance postmarked no later than April 28, 1969, together with the enclosed Application for Stipend Form (OE 7616). If the letter and the form are not received by the indicated date, your name will be dropped as an enrollee on May 9, 1969, and a replacement will be selected from the alternate candidates. Let me urge you, therefore, to act as quickly as you can. Once again, my congratulations.

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

Nashville, Tennessee
37203

DATE: April 19, 1969

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

I am happy to inform you that you have been awarded alternate status as a candidate for admission to the Institute. In view of the uniformly very high quality of the applications and the limited number of places open--a limitation that I am sure we all regret equally, the achievement, of alternate status is a signal accomplishment on your part, and you are to be congratulated. While you have not, to be sure, been admitted to participant status for the present, I should like clearly to point out that there remains a distinct possibility of your being admitted within the next two to three weeks.

Institute practice has shown over the years that very seldom do all initial selectees accept their awards, and that not infrequently there are last minute "drop-outs" before the program begins. Alternate status is therefore of considerable potential value and should be so considered. It should by no means be thought of as a rejection. I therefore reiterate to you my congratulations on your achievement and I assure you that, should the situation change in your favor, I shall notify you immediately.

With the best of wishes, I remain

Sincerely yours,

NA,Jr/em

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

Nashville, Tennessee
37203

DATE: June 9, 1969

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

SUBJECT: Procedures for arrival at Vanderbilt, registration in the dormitory, and entrance into the Institute

Enclosed to assist you in orienting yourself upon your arrival at Vanderbilt is a map of the Campus. Carmichael Towers, the Institute dormitory, is the large, easily located building with twin towers on the corner of West End Avenue and 24th Avenue South. You should plan to arrive no later than Sunday, June 22nd, and settle yourself in your room. The registration desk at Carmichael is open between 2:00 and 5:00 P. M. on Sunday. A placard will be displayed prominently in the lounge informing you what steps to take should you arrive before or after these hours. The resident manager in Carmichael is Mr. Morris Wray. He will have packets ready for with additional information, your room assignment and your key.

Upon arrival at Vanderbilt, you should go directly to Carmichael and register. There is no additional room charge for arrival on Sunday, June 22nd. If you plan to arrive on Saturday, June 21st, there is a nominal additional charge of 1/7 of the regular weekly room charge ($24.50 for a single, $21.50 per person for a double). There can be no reduction in charges for late arrivals, which are strongly discouraged except in the case of the few participants whose school sessions have been prolonged unavoidably this year and who have already contacted the Director.

Unless otherwise indicated, you have been assigned a single room, although I cannot tell you the number at this time. Mr. Wray or one of his assistants will inform you when you arrive. If you wish a double room instead, you will yourself bear the responsibility of finding your own roommate from among the other participants. I must also ask you to inform me at your earliest convenience, so that assignments may be altered accordingly. I should advise you, however, that housing arrangements conform to both levels of previous preparation in Portuguese and dialect--Continental or Brazilian. Insofar as possible, these arrangements will be maintained.

The living arrangements in Carmichael are as follows. Each floor is divided into four suites, each with an outside door which locks and to one of which you will have a key. Within each suite, there are four private rooms, one of which will be yours and to which you will have the key, a living room and a bathroom. Three floors are reserved for the Institute. Only participants and some of the staff will be housed there. There are lounges on the ground floor and game rooms and vending machines in the basement. Carmichael is located conveniently close to Rand Hall, where Language tables have been reserved in the Faculty Dining Room for lunch and dinner, Monday through Friday. Lunch and dinner during the week are an integral part of the Institute curriculum, and language table assignments

will again conform to previous preparation and dialect. You will be free to take breakfast during the week and all meals on weekends in whatever manner you wish. There are various restaurants near the Campus. The Rand Hall dining rooms are closed on Sunday.

If you are driving to Nashville, you will find that both ESSO and American Oil service stations in the metropolitan area generally stock adequate maps of the city. You will not find it difficult, using one of these in conjunction with your map of the Campus, to locate Carmichael Towers. Incidentally, it will not be necessary to purchase a parking permit this year. If you are arriving by plane, you may care to take an airport limousine to one of the downtown hotels, and take a taxi from there to the Campus. If you arrive by bus or train, the cab fare from the station to the Campus is moderate.

Your stipend, including dependency allowances if any, will be paid to you in two installments. The first installment, 3/7 of the total amount and covering the first three weeks of the program, will be ready for you in the Bursar's Office in the basement of Kirkland Hall on the 23rd. When you pick up your check, you are to cash it at the Cashier's Office, also in the basement of Kirkland Hall. At this time, room and board charges for the first three weeks will be assessed against it. You will also receive a meal ticket for the same period of time. This procedure will be repeated on Monday, July 14th, at which time you will receive a check covering the last four weeks or 4/7 of the program.

If you speak Portuguese and have enrolled in either the Graduate School or the Division of Unclassified Studies as well as the Institute, it will be neceasary for you to register at the proper office, both of which are located in Kirkland Hall, the Division in the basement, the Graduate School on the third floor. You will normally do so on the 23rd. All participants will find a tentative schedule and the name of their advisor in the information packet awaiting them on arrival. There will be a meeting of the entire Institute, staff and participants, at 8:10 A.M. on Monday, the first day, during which time I shall go into detail with you about the program and the staff will answer questions. You will be notified in advance of the place of the meeting. You will also have a chance then and during the balance of the first week to get together with your advisor and go over your own schedule. This has been worked out very carefully for you in advance, in accordance with the information in your application materials, and there will probably be very few changes.

You will be hearing from me again in the very near future. In the meantime, I look forward to welcoming you personally to Vanderbilt.

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

Nashville, Tennessee
37203

DATE: June 9, 1969

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

Here is your Campus map![1] Sorry it was omitted from my last memorandum to you.

You have been assigned a private mail box in the Vanderbilt branch Post Office in Rand Hall. You may obtain the combination after your arrival by telling one of the postal clerks its number and your name, You may begin having mail sent to it an any time. Do not use any other mailing address.

Box , Station B
Vanderbilt University
Nashville, Tennessee 37203

The following textbooks have been ordered for you. If you already have copies of some of the titles, you may wish to bring them with you.

A. All participants: John Dos Passos, The Portugal Story
B. All participants who are learning Portuguese:
   1. Maria I. Abreu, et al., Português Contemporâneo, 2 vols.
   2. E. B. Williams, First Brazilian Grammar
   3. Eça de Queiroz, The City and the Mountains, trans. Roy Campbell
   4. Camões, The Lusiads, trans. Leonard Bacon
C. All participants who speak Portuguese:
   1. Aubrey F. Bell, ed., The Oxford Book of Portuguese Verse, 2nd ed.
   2. Camões, Os Lusíadas
   3. Eça de Queiroz, A Cidade e as Serras
D. All FL participants (methodology texts, including demonstration classes)
   1. Maria I. Abreu, et al., Português Contemporâneo, 2 vols.
   2. Theodore B. Karp, et al., Principals and Methods of Teaching a Second Language: Instructor's Manual
   3. Robert Lado, Language Teaching
   4. Robert Lado, Linguistics Across Cultures
   5. Bertil Malmberg, Phonetics
   6. Joseph Michel, Foreign Language Teaching
E. All ESOL participants (methodology texts)
   1. Theodore Huebner, Audio-Visual Techniques in Teaching Foreign Languages: A Practical Handbook
   2. Rebecca M. Valette, Modern Language Testing: A Handbook
   3. Sirarpi Ohannessian, ed., Reference List of Materials for English as a Second Language. Part I: Texts, Readers, Dictionaries, Tests
   4. Earl W. Stevick, A Workbook in Language Teaching with Special Reference to English as a Second Language

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[1]Map omitted from this Report.

ORIGINAL ADMISSIONS[1]

NAME	SCHOOL OR DISTRICT	TITLE OF POSITION	DEGREES	FL or ESOL
ALMEIDA, Alphonse	Bristol H.S., Bristol, R.I.	Chrmn., FL Dept; Teacher	B.Ed., R.I. Coll., '63	FL
ALVELAIS, Luis	Washington Union H.S., Fremont, Calif.	Teacher	B.A., St. Mary's Coll. (Calif.), '63	FL
ALVES, Alfred	Roosevelt Jr. H.S., New Bedford, Mass.	Teacher	B.S., SMTI, '62	ESOL
ARENAS, Ricardo	Washington Union H.S. Fremont, Calif.	Chrmn., FL Dept.	B.A., S. Francisco State, '59; A.M., Stanford, '63	FL
BOYD, Olga	Central Jr. H.S., East Providence, R.I.	Teacher	B.A., R.I. Coll., '69	ESOL
BRAGA, Elizabete	Bristol H.S., Bristol, R.I.	Teacher	B.Ed.[?], Catholic U., '66	ESOL
CANELAS, Sr. Adelaide	St. Francis Xavier, East Providence, R.I.	Teacher	B.Ed., Catholic Teachers Coll. (Prov.), '69	FL
CARVALHO, Mary T.	B.M.C. Durfee H.S., Fall River, Mass.	Teacher	A.B., Coll. of New Rochelle, '42; M.Ed., Bridgewater State, '54	FL
CASTILLO, William	El Paso, Pub. Schools (Tex.)	Teacher	B.A., U. Tex., El Paso, '62	FL
CÓRDOBA, Sr. Sarita	Catholic Central Convent, Springfield, Ohio	Head, FL Dept; Teacher	B.S.Ed., Athenaeum of Ohio '36; A.B., Mt. St. Joseph, '41; M.A., Univ. of N.M., '48	FL
COSGRAVE, John	New Bedford Pub. Schools (Mass.)	Director, Pupil Transfer Program	B.A., Univ. of Ore., '67	ESOL
DA SILVA, Heraldo	Sunset H.S., Hayward, Calif.	Instructor	B.S., Univ. of S. Francisco	FL
DE CHAMPLAIN, Sr. A.M.	Acad. of Sacred Hearts, Fall River, Mass.	Head, FL Dept; Teacher	A.B., Cath. U. of America, '50 M.A., River Coll., '59	
DE JESUS, Carlos	Taunton H.S., Taunton, Mass.	Teacher		FL

[1]Distributed to participants and staff prior to changes in composition of participant group through drop-outs and replacements by alternates.

DOORLEY, James	Providence School Dept.	Teacher	B.A., Providence Coll.'65	ESOL
ESCOBAR, Sr. Irene	Acad. of St. Dorothy Staten Island, N.Y.	Teacher		FL
FURTADO, Marilyn	St. Michael's School Fall River, Mass.	Teacher	B.S.[?] (pending), Bryant Coll.	ESOL
GOLDSMITH, Donald	Bowie H.S., El Paso, Texas	Teacher	B.S., Univ. of Wisc.,'51 M.A., Univ. of Wisc.,'52	FL
GOULARTE, Lionel	Woodside H.S. Woodside, California	Dept. Chrmn.	A.B., S. José State, '53	ESOL
HUSER, Victor	Washington Union H.S. Fremont, California	Teacher	B.A., Texas Tech, '68	FL
JORDAN, Fleda S.	El Paso School Dist. El Paso, Texas	Teacher	B.A., U. of Tex. (El Paso)'57 M.A., U. of Tex. (El Paso)'67	FL
KAREORES, Elaine	Fall River Public Schools Fall River, Mass.	Teacher	B.A. (pending), Bridgewater State	ESOL
LAGO, Carmen	Lake Forest H.S., Lake Forest, Ill.	Teacher	B.S., Bowling Green, '66 M.A., Univ. of Wisc.,'67	FL
MARTIN-PEREIRA, Sarah	D. C. Teachers Coll., Washington, D. C.	Professor	A.B., Ohio State, '31 M.A., Western Reserve '35 Ph.D., Ohio State, '42	FL
MASSOUD, Donald	Fall River Public Schools Fall River, Mass.	Teacher	B.S., Bridgewater State, '67 M.Ed., Bridgewater State,'68	ESOL
MEDEIROS, Leonard	Normandin Jr. H.S. New Bedford, Mass.	Counselor/Administrator	B.A., Providence Coll., '50 M.Ed., Boston Coll., '51	ESOL
MELO, Maria Otília	St. Francis Xavier School East Providence, R.I.	Teacher		ESOL
MENDES, Lewis	Kings River-Hardwick Union School Dist., Hanford, Cal.	Teacher/Projects Coordinator	B.S., Fresno State, '59	ESOL

OLIVEIRA, Sr. Maria A.	Espirito Santo School, Fall River, Mass.	Teacher	B.A., Coll. of the Sacred Hearts, '53	ESOL
PONTES, George	Somerset H.S. Somerset, Mass	Teacher	B.S., Bridgewater State,'60 M.Ed., Bridgewater State,'63 M.A., (pending),Providence Coll.	FL
REGO, Edmond	Dartmouth H.S.	Teacher	B.A. (pending), SMITI, '69	FL
RODRIGUES, Carolyn	School Street School Taunton, Mass.	Teacher	B.S., Stonehill Coll.,'67	ESOL
SILVIA, Sr. Irene	St. Anthony School, Taunton, Mass.	Teacher	B.A. Coll. of the Sacred Hearts, '68	ESOL
TABERY, Julia	Bellaire H.S., Bellaire, Texas	Chrmn., Span. Dept., Teacher	M.A., Univ. of Havana, '43 M.A., Univ. of Houston,'68	FL
TAVARES, Edmund	Thompson St. School New Bedford, Mass	Director/Principal	B.S.Ed., Bridgewater State, '59; M.Ed., Bridgewater State, '61; CAGS, BU, '65	ESOL
THOMAS, Sr. Mary A.	Mt. St. Mary Acad., Fall River, Mass	Chrmn., FL Dept.; Teacher	B.A., Mt. St. Vincent Coll., '34; M.A., Catholic U., '41	ESOL
VAN FELT, James	Fall River Public Schools, Fall River, Mass	Ass't Director, ESOL Program	B.A., Tulane, '53; S.T.B., B.U., '59	ESOL
VERMETTE, Mary	Dartmouth H.S., N. Dartmouth, Mass	Teacher	A.B., Salve Regina Coll., '54; M.Ed., Bridgewater State, '57	FL
WALLACE, Kenneth	Hillsboro Union H.S.	Instructor	B.A., Portland State U.,'67	FL
WELLSFRY, Eugene	Newport Harbor H.S., Newport Beach, Calif.	Head, FL Dept.; Teacher	Th.B., Biola Coll., '47 B.A., Chico State Coll.,'50 M.A., U.S.C., '65	FL

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

DATE: 21 June

TO: Institute Participants

FROM: Norwood Andrews, Jr., Ph.D., Director

SUBJECT: General Information

Please remember that there is a general meeting of the Institute (staff and participants) at 8:10 AM on Monday, 23 June. The meeting room is tentatively scheduled as Furman 114. In the event that a change is necessary, a notice will be displayed prominently in the entrance foyer of Furman Hall.

Participants who are learning Portuguese are advised that the Williams text, First Brazilian Grammar, will be late in arriving and has not yet been stocked by the bookstore. However, the first five lessons have been copied and will be handed to you by your instructor. The texts will arrive during the week.

Participants who have been accepted into either the Graduate School or the Division of Unclassified Studies of Vanderbilt University, in addition to the Institute program, are informed that the Head Advisor for formal academic credit is Dr. Anson Piper.

The Institute dining hall is the faculty dining room of Rand Hall (in the back, behind the general dining room). It is used by a math Institute before our program, and is available to us beginning at 12:20 for lunch. You should plan to get into and through the cafeteria line in time to begin your lunch with your language table group as close to 12:20 as possible.

If you have questions concerning your individual schedule, please consult your advisor. Dr. Piper is available to answer questions relating to formal credit through either the Graduate School or the Division. His office is Furman 301. Please address questions relating to the program in general to Col. Wachholz, the Associate Director, whose office is Furman 219. A complete list of addresses and phone numbers for staff and participants will be furnished to you during the first week.

(EPDA) Summer Institute in Portuguese - Dr. Norwood Andrews, Jr., Director

TIME	COURSE		DAY	ROOM	PROFESSOR
8:10 AM	205	PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR	MWF	*F 109	Dr. Reinhardt
9:10	213	1st-Yr. DEMONSTRATION CLASS	MTWT F	F 132 ***MHH 327	Prof.Teixeira
	214	2nd-Yr. DEMONSTRATION CLASS	MTWF Th.	F 209 MHH 327	Prof. Jensen
	206	LINGUISTICS & 2nd LANGUAGE LEARNING	MWF	F 025	Dr.Reinhardt
10:10 AM					
10:10 AM	201A (S1)***	INTENSIVE INTRODUCTORY PORTUGUESE	MTWTF	F 017	Prof. Marane
	201A (S2)	INTENSIVE INTRODUCTORY PORTUGUESE	MTWTF	F 025	Prof. Franco
	201A (S3)	INTENSIVE INTRODUCTORY PORTUGUESE	MTWTF	F 132	Dr. Piper
11:10 AM	201B (S1)	INTENSIVE INTRODUCTORY PORTUGUESE	MTWTF	F 017	Prof. Marane
	201B (S2)	INTENSIVE INTRODUCTORY PORTUGUESE	MTWTF	F 106	Prof. Franco
	201B (S3)	INTENSIVE INTRODUCTORY PORTUGUESE	MTWTF	F 025	Prof.Teixeira
	208	ADVANCED PORTUGUESE COMPOSITION	MTTF	F 311	Prof. Rocha
12:00 N		LUNCH WITH LANGUAGE TABLE ASSIGNMENTS			
1:00 PM	202	PORTUGUESE CULTURE & CIVILIZATION	MTWTF	F 114	Dr. Piper
2:10 PM	203 (S1)	ELEMENTARY PORTUGUESE COMP. & CONV.	MTWTF	F 017	Profs.Corrêa,
	203 (S2)	ELEMENTARY PORTUGUESE COMP. & CONV,	MTWTF	F 106	Rocha, &
	203 (S3)	ELEMENTARY PORTUGUESE COMP. & CONV.	MTWTF	F 025	Interns
3:10 PM	215	PORTUGUESE DIALECTOLOGY	MTTF	F 132	Prof.Vásquez
3:10 PM/6:00PM	216 (S1)	METHODS SEMINAR, FOREIGN LANGUAGE	W	F 217	Prof.Vásquez
	216 (S2)	METHODS SEMINAR, FOREIGN LANGUAGE	W	F 017	Dr.Reinhardt
	207	METHODS SEMINAR, ESOL	W	F 132	Prof.Jensen
4:10 PM	204	INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS	MTTF	F 109	Dr. Bourg

*Furman Hall
**Mary Henderson Hall (School of Nursing)
***Section 1 - Brazilian dialect, Section 2 - Continental dialect, Section 3 - Continental dialect

7:30 PM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
23-27 June	23 June	24 June Films, Portugal	25 June	26 June	27 June
30 June- 4 July	30 June Program Evaluation, FL Dr. Lloyd Kasten Films, Portugal	1 July Program Evaluation, FL	2 July Program Evaluation, FL	3 July Lecture Dr. Lloyd Kasten	4 July
7-11 July	7 July Films, Brazil	8 July	9 July	10 July Lecture Dr. Emilio Willems	11 July
4-18 July	14 July Films, Brazil	15 July	16 July	17 July Lecture Dr. John Dorsey	18 July
21-25 July	21 July Program Evaluation, ESL Dr. Robert Saitz Films, Brazil	22 July Program Evaluation,ESL	23 July Program Evaluation,ESL	24 July Lecture Dr. Robert Saitz	25 July
8 July- 1 Aug.	28 July Films, Portugal	29 July	30 July	31 July Lecture Dr. Norwood Andrews,Jr.	1 Aug.
4-8 Aug.	4 Aug. Films, Portugal	5 Aug.	6 Aug.	7 Aug.	8 Aug.

EVENING PROGRAMS, Lectures & Films. All programs tentatively scheduled for 7:30 PM in Furman 114

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

June 23 - August 8, 1969

SCHEDULE OF FILMS AND LECTURES

(Open to the Public)

7:30 P.M., 114 Furman Hall

Tuesday, 24 June. Films (English soundtrack). 1. "Routes of Portugal No. 1." The scenic attractions of Portugal's northern provinces of Minho, Douro and Trás-os-Montes. 2. "Routes of Portugal No. 2. "Aspects of the northern regions in the Oporto and Viane do Castelo districts, including views of beaches in the area and the city of Oporto. 3. "On Land and Sea." Typical boats from various regions of seafaring continental Portugal.

Monday, 30 June. Films (English soundtrack). 1. "The Explorations of Prince Henry the Navigator." The story of Prince Henry's development of nautical sciences, his connectionwith the famous school of navigation at Sagres, and the consequent discovery and opening of new sea routes. 2. "Portuguese Africa." Aspects of urban and rural life in the Overseas Provinces of Guiné, Angola and Moçambique.

Thursday, 3 July, Lecture (in Portuguese). Dr. Lloyd Kasten, Antonio G. Solalinde Distinguished Professor of Spanish and Portuguese, University of Wisconsin. Topic: Portuguese literature.

Monday, 7 July. Film (English soundtrack). "Brazil--Portrait of a Country."

Thursday, 10 July. Lecture (in Portuguese). Dr. Emilio Willems, Professor of Anthropology, Vanderbilt University. Topic: race relations in Brazil.

Monday, 14 July. Films (English soundtrack). 1. "Cities of Porcelain." The coastal cities in the North and Northeast of Brazil. 2. "Cities of Yesterday and Tomorrow." Brazil's historic towns in Minas Gerais and their contrast with the ultra-modern new capital, Brasilia.

Thursday, 17 July. Lecture (in Portuguese). Dr. John T. Dorsey, Professor of Political Science, Vanderbilt University. Topic: The social sciences in Brazil.

Monday, 21 July. Films (English soundtrack). 1. "Rio, Wonder City." Brazil's fabulous former capital. 2. "The Last Paradise." The life of a tribe of primitive Brazilian Indians.

Thursday, 24 July. Lecture (in English). Dr. Robert Saitz, Boston University. Topic: The teaching of English as a second language.

Monday, 28 July. Films (English and Portuguese soundtracks). 1. "Madeira, the Island and its People," (English). 2. "Açores," (Portuguese). The scenic beauty of the Azores and aspects of Azorean life.

Thursday, 31 July. Lecture (in Portuguese). Dr. Norwood Andrews, Jr., Vanderbilt University, Director of the Institute. Topic: Brazilian Literature.

Monday, 4 August. Films (Portuguese soundtrack). 1. "Visit of the President to Angola." 2. "Visit of the President to Moçambique." Utilized specifically for their Portuguese soundtrack in conjunction with the Institute's basic language sequence, these films show aspects of life in Portugal's two major Overseas Provinces.

INSTITUTE IN PORTUGUESE (EPDA) [1]

VANDERBILT UNIVERSITY

DATE: 21 June

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

SUBJECT: Your schedule, advisor's name, initial language table, etc.

Schedule:

202 PORTUGUESE CULTURE & CIVILIZATION

203 ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION
(you do not take this course, but participate as a practice teacher)

204 INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS

205 PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR

213/214 DEMONSTRATION CLASSES, 1st & 2nd years

215 PORTUGUESE DIALECTOLOGY

216 METHODS SEMINAR, FOREIGN LANGUAGES

NOTE: your schedule for meeting the demonstration classes, as an observer and practice teacher, will be announced later. You will not meet either demonstration class on Monday, 23 June.

Your advisor is Col. Paul Wachholz, the Associate Director.

Your language table during the first week is Mesa "

Please do not try to buy the Abreu & Rameh text, Português Contemporâneo, until I announce its availability.

You are invited to a reception for Institute personnel on Sunday, 22 June, from 4:00 until 6:00 PM in Vanderbilt Hall (near Carmichael Towers).

You might make a note on your timetables that course 213 will meet in Furman 114 rather than 132.

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[1] Initial tentative schedule, REGULAR (FL) A-LEVEL, REPEAT

INSTITUTE IN PORTUGUESE (EPDA) [1]

VANDERBILT UNIVERSITY

DATE: 21 June

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

SUBJECT: Your schedule, advisor's name, and initial language table

Schedule: 202 PORTUGUESE CULTURE & CIVILIZATION

204 INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS

205 PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR

208 ADVANCED PORTUGUESE COMPOSITION

213/214 DEMONSTRATION CLASSES, 1st & 2nd year

215 PORTUGUESE DIALECTOLOGY

216 METHODS SEMINAR, FOREIGN LANGUAGES

NOTE: your schedule for meeting the demonstration classes, as an observer and practice teacher, will be announced later. You will <u>not</u> meet either demonstration class on Monday, 23 June.

Your advisor is Dr. Anson Piper.

Your language table during the first week is Mesa "

Please do <u>not</u> try to buy the Abreu & Rameh text, <u>Português Contemporâneo</u> until I announce its availability.

You are invited to a reception for Institute personnel on Sunday, 22 June, from 4:00 until 6:00 PM in Vanderbilt Hall (near Carmichael Towers).

You might make a note on your timetables that course 213 will meet in Furman 114 rather than 132.

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[1] Initial tentative schedule, REGULAR (FL) A-LEVEL, INITIAL

INSTITUTE IN PORTUGUESE (EPDA)[1]

VANDERBILT UNIVERSITY

DATE: 21 June

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

SUBJECT: Your schedule, advisor's name, initial language table, etc.

Schedule: 201A,B,C INTENSIVE INTRODUCTORY PORTUGUESE, Section

202 PORTUGUESE CULTURE & CIVILIZATION

203 ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION, Section

205 PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR

213 DEMONSTRATION CLASS, 1st year

216 METHODS SEMINAR, FOREIGN LANGUAGES

NOTE; Your schedule for attending the demonstration class will be announced later. You will not meet this class on Monday, 23 June.

Your advisor is Dr. Karl Reinhardt, assisted by Profs. Corrêa and Marane.

Your language table during the first week is Mesa "

There is a temporary shortage of the Abreu & Rameh text, Português Contemporâneo. The bookstore has therefore been instructed not to sell this text to participants in general. You, however, will be using it in class yourself, and have been authorized to buy it. Simply present the enclosed memorandum of authorization to the salesperson in the bookstore.[2]

You are invited to a reception for Institute personnel on Sunday, 22 June, from 4:00 until 6:00 PM in Vanderbilt Hall (near Carmichael Towers).

You might make a note on your timetables that course 213 will meet in Furman 114 rather than in 132.

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[1] Initial tentative schedule, REGULAR (FL) E-LEVEL

[2] See memorandum, following page

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

DATE: 21 June

TO: Mrs. Dorothy Wilson, Vanderbilt Bookstore, Rand Hall

FROM: Norwood Andrews, Jr., Ph.D., Institute Director

SUBJECT: Purchase of Abreu & Rameh, Português Contemporâneo by Institute participants

This will authorize you to sell the Abreu text on Monday, 23 June, to the following sixteen (16) participants only, upon their presentation to you or one of your assistants of this memorandum.

ALVELAIS, Luis
ARENAS, Ricardo
CASTILLO, William R.
DE CHAMPLAIN, Sister A. M.
FURTADO, Marilyn S.
GOULARTE, Lionel B.
JORDAN, Fleda S.
KAREORES, Elaine
LAGO, Carmen
MARTIN-PEREIRA, Dr. Sarah
MASSOUD, Donald M.
MEDEIROS, Leonard L.
RODRIGUES, Carolyn T.
SILVIA, Sister Irene D.
TABERY, Julia J.
WALLACE, Kenneth G.

INSTITUTE IN PORTUGUESE (EPDA) [1]

VANDERBILT UNIVERSITY

DATE: 21 June

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

SUBJECT: Your schedule, advisor's name, initial language table, etc.

Schedule: 201A,B,C INTENSIVE INTRODUCTORY PORTUGUESE, Section

202 PORTUGUESE CULTURE & CIVILIZATION

203 ELEMENTARY PORTUGUESE COMPOSITION & CONVERSATION, Section

204 INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS

205 PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR

206 LINGUISTICS & SECOND-LANGUAGE LEARNING

207 METHODS SEMINAR, ESOL

Your advisor is

Your language table is Mesa "

Present the enclosed memorandum of authorization to the salesperson in the bookstore in order to buy the Abreu & Rameh text, Português Contemporâneo. [2]

You are invited to a reception for Institute personnel on Sunday, 22 June, from 4:00 until 6:00 PM in Vanderbilt Hall (near Carmichael Towers).

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[1] Initial tentative schedule, ESOL E-LEVEL

[2] See memorandum, preceding page

INSTITUTE IN PORTUGUESE (EPDA)[1]

VANDERBILT UNIVERSITY

DATE: 21 June

TO:

FROM: Norwood Andrews, Jr., Ph.D., Director

SUBJECT: Your schedule, advisor's name, initial language table, etc.

Schedule: 202 PORTUGUESE CULTURE & CIVILIZATION

204 INTRODUCTION TO THE SOCIOLOGY OF MINORITY GROUPS

205 PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR

206 LINGUISTICS & SECOND LANGUAGE LEARNING

207 METHODS, ENGLISH AS A SECOND LANGUAGE

208 ADVANCED PORTUGUESE COMPOSITION

215 PORTUGUESE DIALECTOLOGY

Your advisor is

Your initial language table is Mesa "

You are invited to a reception for Institute personnel on Sunday, 22 June, from 4:00 until 6:00 PM in Vanderbilt Hall (near Carmichael Towers).

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[1] Initial tentative schedule, ESOL A-LEVEL

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

DATE: 27 June

TO: Messrs. Alvelais, Arenas, Castillo, Wallace; Dr. Martin-Pereira; Mrs. Jordan & Mrs. Tabery; Miss Lago

FROM: Norwood Andrews, Jr., Director

SUBJECT: Demonstration class schedules

I am completely aware that there has been a modicum of confusion re the demonstration class schedules. I believe, however, that the timetable below will resolve it. The source of the confusion may best be called an unexpected embarrassment of riches: We expected an absolute maximum of no more than thirty-five youngsters in two demonstration sections, but sixty-three appeared, imposing upon us the unforeseen necessity of creating yet a third section. Furthermore, forty-three of the youngsters are from Cameron High School in Nashville, and are involved in a Project Opportunity chemistry course on the Vanderbilt Campus before they come to their Portuguese classes. Another unforeseen variable, a schedule conflict involving the chemistry facilities, has arisen to prevent their beginning Portuguese until 9:30, rather than 9:00 AM. This fact has in turn imposed upon us the necessity of finding classroom space at what amounts to an irregular time in the Vanderbilt schedule. In order to use a room from 9:30 through 10:30, we must have that room committed to us at both the 9:10 and 10:10 hours. Space is at a premium in Furman Hall, and we have had to resort to an elaborate system of double, triple and sometimes quadruple swaps to secure the rooms we need. We now have them--se não chover--and they are listed below for you.

On the days when you are scheduled to attend course 214, S1, the 9:30 demonstration class with Prof. Jensen, you will obviously be unable to stay the full hour, since you have 201A at 10:10. You will be able to attend for the first half-hour, however, after which you will simply have to exit as unobtrusively as you can. When you do your microteaching on television in Mary Henderson Hall, you will again do so during the first half-hour. Prof. Jensen will fill you in on the details. When you attend course 213, Prof. Teixeira's 9:00 demonstration class, you will have no conflict and will attend for the full hour.

COURSE	TIME	DAY & ROOM
213	9:00-10:05	MTuW: F132; F: MHH327
214, S1	9:30-10:30	MWF: F017; Tu: MHH327

NOTE: Only participants actually doing microteaching go to MHH327; everyone else goes to MHH200, the airconditioned TV monitor classroom on the second floor, at the same time.

Mon., 30 June & Wed., 2 July: 213
Mon., 7 July & Tue., 8 July: 214, S1
Wed., 16 July & Fri., 18 July: 213
Mon., 21 July & Tue., 22 July: 214, S1
Wed., 30 July & Fri., 1 Aug.: 213
Mon., 4 Aug. & Tue., 5 Aug.: 214, S1

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

DATE: 30 June, 1969

TO: Messrs. Da Silva, Huser, Rego; Sisters Canclas & Escobar, Miss Carvalho

FROM: Norwood Andrews, Jr., Director

SUBJECT: Demonstration class attendance and schedules

WEEK	INSTRUCTOR		COURSE
2	Teixeira	Mon., 30 June & Wed., 2 July	213
3	Jensen	Mon., 7 July & Tue., 8 July	214, S1
4	Teixeira	Wed., 16 July & Fri.,18 July	213
5	Jensen	Mon., 21 July & Tue.,22 July	214, S1
6	Teixeira	Wed., 30 July & Fri., 1 Aug.	213
7	Jensen	Mon., 4 Aug. & Tue., 5 Aug.	214, S1

Microteaching (television) days: 213: Fridays; 214, S1: Tuesdays

The microteaching is done in MHH327; participants scheduled to practice teach go there. Everyone else goes to MHH200, the airconditioned TV monitor classroom on the second floor.

DEMONSTRATION CLASS TIMETABLE

Course	Time	Day & Room
213	9:00-10:05	MTuW, F132; F, MHH327
214, S1	9:30-10:30	MWF, F017; Tu,MHH327
214, S2	9:30-10:30	MWF, F109; Th,MHH327

Note that when your individual schedule calls for you to practice teach 214, S2, you will naturally not be expected to attend either of the other demonstration classes.

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

DATE: 30 June, 1969

TO: Messrs. Goldsmith, Pontes, Wellsfry; Sisters Avelar, Córdoba, Silveira; Mrs. Vermette

FROM: Norwood Andrews, Jr., Director

SUBJECT: Demonstration class attendance and schedules

WEEK	INSTRUCTOR	DAY & DATE	COURSE
2	Jensen	Mon., 30 June & Tue., 1 July	214, S1
3	Teixeira	Wed., 9 July & Fri., 11 July	213
4	Jensen	Mon., 14 July & Tue., 15 July	214, S1
5	Teixeira	Wed., 23 July & Fri., 25 July	213
6	Jensen	Mon., 28 July & Tue., 29 July	214, S1
7	Teixeira	Wed., 6 Aug.,& Fri., 8 Aug.	213

Microteaching (television) days: 213: Fridays; 214, S1: Tuesdays

The microteaching is done in MHH327; participants scheduled to practice teach go there. Everyone else goes to MHH200, the airconditioned TV monitor classroom on the second floor.

DEMONSTRATION CLASS TIMETABLE

Course	Time	Day & Room
213	9:00-10:05	MTuW, F132; F, MHH327
214, S1	9:30-10:30	MWF, F017; Tu,MHH327

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

Practice teaching schedule, Course 214, S-2, weeks 3 through 7

Week	Participant	--DAYS & EVALUATORS-- Monday	Wednesday	Thursday[1]	Friday
3	Carvalho	7 July	9 July	10 July	11 July
4	Escobar	14	16	17	18
5	Rego	21	23	24	25
6	Da Silva	28	30	31	1 August
7	Huser	4 August	6 August	7 August	88
		Col Wachholz	Dr. Piper	Profs. Jensen & Teixeira	Prof. Rocha

[1]The Thursday microteaching session (TV) in MHH 327 has been rescheduled to meet at 9:00 AM rather than at 9:30. The MWF meetings will continue to be held at 9:30-10:30 as usual.

FL ONLY
ESOL ONLY
FL AND ESOL

INSTITUTE IN PORTUGUESE (EPDA)
VANDERBILT UNIVERSITY
REVISED SCHEDULE OF RECITATIONS

TIME	COURSE		DAY		ROOM	PROFESSOR
8:10 AM	205	PORTUGUESE-ENGLISH CONTRASTIVE GRAMMAR	MWF	*	F 109	Dr. Reinhardt
9:00-10:05 AM	213	1st-year DEMONSTRATION CLASS, Advanced Section	MTW F	**	F 132 MHH 327	Prof. Teixeira
9:10 AM	206	LINGUISTICS & SECOND LANGUAGE LEARNING	MTHF		F 025	Dr. Reinhardt
9:30-10:30 AM	214 (S1)	1st-year DEMONSTRATION CLASS, Regular Sections	MWF Tu		F 017 MHH 327	Prof. Jensen & Interns
	214 (S2)		MWF Th		F 109 MHH 327	
10:10 AM	201A (S1) 201A (S2) 201A (S3)	INTENSIVE INTRODUCTORY PORTUGUESE (Williams text)	MTWTF		F 219 F 025 F 301	Prof. Marane Prof. Franco Dr. Piper
11:10 AM	201B (S1) 201B (S2) 201B (S3)	INTENSIVE INTRODUCTORY PORTUGUESE (Abreu text)	MTWTF		F 017 F 106 F 025	Prof. Corrêa Prof. Franco Prof. Teixeira
	208	ADVANCED PORTUGUESE COMPOSITION	MTTF		F 311	Prof. Rocha
12:20 PM		LUNCH WITH LANGUAGE TABLE ASSIGNMENTS	MTWTF		RAND HALL	
1:10 PM	202	PORTUGUESE CULTURE & CIVILIZATION	MTWTF		F 114	Dr. Piper
2:10 PM	203 (S1) 203 (S2) 203 (S3)	ELEMENTARY PORTUGUESE COMP. & CONV.	MTWTF		F 017 F 106 F 025	Prof. Rocha, Marane and Interns
3:10 PM	215	PORTUGUESE DIALECTOLOGY	MTTF		F 132	Prof. Vázquez
3:10 til 6:00 PM	216 (S1)	METHODS SEMINAR, FOREIGN LANGUAGE	W		F 217	Prof. Vázquez
	216 (S2)		W		F 017	Dr. Reinhardt
	207	METHODS SEMINAR, ESOL	W		F 132	Prof. Jensen
4:10 PM	204	INTRO. TO THE SOCIOLOGY OF MINORITY GROUPS	MTTF		F 109	Dr. Bourg
6:00 PM		DINNER WITH LANGUAGE TABLE ASSIGNMENTS	MTWTF		RAND HALL	
7:30 PM		FILM SERIES & LECTURE SERIES (see separate schedule for dates			F 114	

*Furman Hall
**Mary Henderson Hall (School of Nursing)

INSTITUTE IN PORTUGUESE (EPDA)
VANDERBILT UNIVERSITY

LANGUAGE TABLES, FIRST WEEK

Mesa "Machado de Assis"	Mesa "Bernardo Guimarães"	Mesa "Monteiro Lobato"	Mesa "Érico Veríssimo"	MESA "Cruz e Sousa"
Prof. Marane	Prof. Corrêa	Prof. Schlithler	Prof. Wachholz	Prof. Reinhardt
Alvelais	Arenas	Castillo	Prof. Jensen	Prof. Vázquez
Lago	Tabery	Wallace	Prof. Cullum	Goldsmith
Braga	Cosgrave	Cordoba	Wellsfry	Jordan
Conway			Martin-Pereira	Ledbetter
			Huser	

Mesa "Camões"	Mesa "Gil Vicente"	Mesa "Eça de Queiroz	Mesa "Fernando Pessoa"	Mesa "Casais Monteiro"
Prof. Teixeira	Prof. Franco	Prof. Piper	Prof. Rocha	Silveira
Kareores	Medeiros	Vermette	Pontes	De Champlain
Furtado	Goularte	Rodrigues	Silvia	Canelas
Carvalho	Da Silva	Massoud	Avelar	Thomas
Abreu	Alves	Escobar	Rego	Oliveira
Melo			Mendes	

Institute in Portuguese (EPDA)
Vanderbilt University

LANGUAGE TABLES revised

First Two Weeks

Mesa "Machado de Assis"

Jensen
Braga
Huser
Castillo
Wallace
Vázquez
Cosgrave
Wellsfry

Mesa "Cruz e Sousa"

Corrêa
Arenas
Conway
Alvelais
Marane
Lago
Wachholz
Cullum

Mesa "Bernardo Guimarães

Reinhardt
Tabery
Schlithler
Martin-Pereira
Córdoba
Jordan
Goldsmith

Mesa "Fernando Pessoa"

Avelar
Vermette
Canelas
Carvalho
Escobar
Alves
Silveira

Mesa "Casais Monteiro"

Rocha
De Champlain
Oliveira
Ledbetter
Medeiros
Goularte
Irmã Franco

Mesa "Camões"

Teixeira
Melo
Abreu
Furtado
Kareores
Rego
Thomas

Mesa "Eça de Queirós"

Piper
Rodrigues
Massoud
Pontes
Mendes
Da Silva
Silvia

INSTITUTE IN PORTUGUESE (EPDA)
VANDERBILT UNIVERSITY

LANGUAGE TABLES
Second Two Weeks

Mesa "Machado de Assis"

Reinhardt
Marane
Alvelais
Martim-Pereira
Lago
Goldsmith
Cosgrave

Mesa "Cruz e Sousa"

Schlithler
Córdoba
Tabery
Conway
Wellsfry
Jensen
Vázquez
Wachholz

Mesa "Bernardo Guimarães"

Corrêa
Braga
Huser
Arenas
Jordan
Castillo
Wallace
Cullum

Mesa "Fernando Pessoa"

Piper
De Champlain
Mendes
Abreu
Rego
Melo
Goularte

Mesa "Casais Monteiro"

Teixeira
Furtado
Massoud
Silvia
Rodrigues
Canelas
Silveira

Mesa "Camões"

Rocha
Pontes
Avelar
Medeiros
Thomas
Escobar
Oliveira

Mesa "Eça de Queiroz"

Franco
Da Silva
Vermette
Carvalho
Alves
Ledbetter

VANDERBILT UNIVERSITY

INSTITUTE IN PORTUGUESE (EPDA)

NAME- Administrative	V.U. ADDRESS - PHONE	RESIDENCE	PHONE
Dr. Norwood Andrews, Jr. Director	*F-317 VU 6914 (6001 [5]**) Box 1581	Old Hickory Blvd. Brentwood, Tenn. 37207	298-4261
Col. Paul Wachholz Associate Director	F-219 VU 6091 Box 130	Acklen Terrace Apts. # 9 Nashville, Tenn. 37212	297-4818
Mrs. R. E. Buchanan	F-317 VU 6914 (6001 [5]) Box 1581	382 Forest Valley Drive Nashville, Tenn. 37209	352-3311
NAME- Staff			
Dr. Carroll Bourg	*G-313 VU 7348 Box 1811	105 33rd Ave. S. Nashville, Tenn. 37212	297-9477
Dr. Lyman Burbank	*K-332 VU 7301	1201 Graybar Lane Nashville, Tenn. 37215	291-7880
Prof. Maria Estela Corrêa	F-308 VU (6001 [24]) Box 792	1403-A Carmichael Towers East	VU-5230
Prof. Isabel Franco	F-319 VU (6001 [6]) Box 17	1304-A Carmichael Towers East	VU-5227
Prof. John Jensen	F-319 VU (6001 [6]) Box 116	276 White Bridge Rd. Bow-Mar Apt. # 28 Nashville, Tenn. 37209	352-1187
Prof. Sara Marane	F-308 VU (6001 [24]) Box 128	1406-A Carmichael Towers East	VU-5232
Dr. Anson Piper	F-301 VU (6001 [21]) Box 110	Natchez Village Apt. # 103 2112 Fairfax Ave. Nashville, Tenn. 37212	269-9693

NAME- Staff (cont.)	V.U. ADDRESS - PHONE	RESIDENCE	PHONE
Dr. Karl Reinhardt	F-304 VU (6001 [2?]) Box 41	112 Cherokee Rd. Apt. # 1 Nashville, Tenn. 37205	269-5425
Prof. Gregory Rocha	F-307 VU (6001 [8]) Box 117	1816 Cedar Lane Nashville, Tenn. 37212	298-2837
Prof. James Teixeira	F-319 VU (6001 [6]) Box 109	1204-E Carmichael Towers East	VU-5223
Prof. Washington Vázquez	F-305 VU (6001 [9]) Box 113	804 B Knox Avenue Nashville, Tenn. 37204	292-5214
NAME- Assistants			
Major Richard Cullum	F-001-A VU 7406 Language Lab	6680 Charlotte Pike Apt. K-5 Nashville, Tenn. 37209	356-0871
Miss Maria L. Schlithler	F-001-A VU 7406 Language Lab Box 94	1406-B Carmichael Towers East	VU-5232

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*F designates Furman Hall
G designates Garland Hall
K designates Kirkland Hall

VANDERBILT UNIVERSITY

INSTITUTE IN PORTUGUESE (EPDA)

PARTICIPANTS	RM. NO.	BOX. NO.	PHONE EXT.(254-5[illegible]
ABREU, Bernadine	1306-E	1270	5228
ALVELAIS, Luis	1401-E	2206	5229
ALVES, Alfred	1301-A	1002	5225
ARENAS, Ricardo	1203-D	356	5222
AVELAR, Sister A. H.	1206-D	2832	5224
BRAGA, Elizabete	1406-E	1967	5232
CANELAS, Sr. Adelaide	1206-A	2125	5224
CARVALHO, Mary T.	1201-B	2367	5221
CASTILLO, William	1401-D	593	5229
CONWAY, Bonnie M.	1403-E	291	5230
CORDOBA, Sr. Sarita	1404-A	241	5231
COSGRAVE, John J.	1401-A	838	5229
DA SILVA, Heraldo	1204-B	1328	5223
DECHAMPLAIN, Sr. A. M.	1304-D	891	5227
ESCOBAR, Sr. Irene	1206-E	2371	5224
FURTADO, Marilyn S.	1306-A	2610	5228
GOLDSMITH, Donald	1203-A	2092	5222
GOULARTE, Lionel B.	1303-D	2100	5226
HUSER, Victor J.	1401-E	2869	5229
JORDAN, Fleda S.	1403-D	2917	5230
LAGO, Carmen	1403-B	2404	5230
LEDBETTER, Ann M.	1404-B	2552	5231
MARTIN-PEREIRA, Sarah	1404-E	2303	5231
MASSOUD, Donald M.	1303-E	2485	5226
MEDEIROS, Leonard L.	1301-E	2278	5225
MELO, Maria Otilia	1201-E	2432	5221
MENDES, Lewis P.	1203-E	2538	5222
OLIVEIRA, Sr. M. A.	1206-B	2374	5224
PONTES, George	1204-E	2397	5223
REGO, Edmond	1204-D	2647	5223
RODRIGUES, Carolyn	1306-D	2267	5228
SILVEIRA, Sr. M. A.	1206-E	1098	5224
SILVIA, Sr. Irene D.	1304-B	2314	5227
TABERY, Julia J.	1404-D	1298	5231
THOMAS, Sr. Mary A.	1304-E	1181	5227
VERMETTE, Mary T.	1201-A	442	5221
WALLACE, Kenneth G.	1401-B	804	5229
WELLSFRY, Eugene	1203-B	522	5222

INSTITUTE STAFF

CORRÊA, Maria Estela Segatto	1403-A	792	5230
FRANCO, Sr. Isabel	1304-A	17	5227
MARANE, Sallie	1406-A	128	5232
SCHLITHLER, Maria L.	1406-B	94	5232
TEIXEIRA, James	1204-E	109	5223

INSTITUTE IN PORTUGUESE (EPDA)

VANDERBILT UNIVERSITY

DATE: 14 July

TO: Participants

FROM: Norwood Andrews, Jr., Director

SUBJECT: Enclosures

Enclosed is a Participant Data form (OE FORM 7214) which must be completed and returned to my office as soon as possible. To save everyone time and trouble, please make sure you fill out the form in its entirety. Read it over after filling it out and make sure you have not omitted anything. I am aware that some of you will not remember which your Congressional District is, even though you undoubtedly know the name of your Congressman. Nevertheless, you must indicate your Congressional District, even if you have to go to the reference room of the Library and look it up.

Also enclosed is a bibliography of Portuguese materials which I believe you will find useful.[1] In addition, I have posted on the bulletin board outside 008 a list of Portuguese periodicals with subscription rates which may be ordered through European Publishers Representatives, Inc., in New York.[2]

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[1]Blass, Birgit A., et al., Survey of Materials in the Neglected Languages, Preliminary Xeroxed Manuscript (Washington, D. C., USOE [Institute of International Studies], 1969).

[2]See following page.

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NOTE: Please accompany your order by your remittance.
Consult us for publications not listed above.

Teaching Materials & Resources

In response to participant and staff interest and requests for available materials and resources to support a program of instruction in Portuguese, the Institute has distributed the following:

A. U. S. Department of Health, Education & Welfare--Office of Education, Institute of International Studies, Survey of Materials in the Neglected Languages - Portuguese, pp. 30-36.

B. List of Films - Casa de Portugal, 570 Fifth Avenue, New York, N. Y. 10036.

C. Braga, Corrêa, Franco, Rego, and Schlithler. Cancioneiro do Instituto.

Added References

1. Haydee S. Magro and Paulo De Paula, Português: Conversação e Gramática Brazilian American Cultural Institute, Inc., Washington, D. C., 1969.

   Miss Magro and Mr. De Paula have developed this text as a result of their joint experience conducting the Portuguese language instruction at the Brazilian American Cultural Institute in Washington. The text reflects their teaching adults in the evening courses of the Institute. The tape recordings of the dialogs and drills are now being prepared. This text covers the common constructions of Brazilian Portuguese in 35 lessons and includes a vocabulary list for reference at the end of the text. A number of well-known Brazilian popular and folk songs are included in the early lessons along with reading selections on Education, Theater, History, Economic Life, Literature and Art in the latter lessons. Exercises in letter writing with abbreviations, greetings and complimentary closings are found in the last two lessons. Short introductions and explanations of structural forms are in English.

2. Paul F. Wachholz and Gregory Rocha, Vanderbilt University, Institute in Portuguese (EPDA) 1969. Syllabus for Basic Portuguese Language Instruction 1969. A syllabus for seven weeks basic language instruction in Portuguese for foreign language and ESOL participants. It combines the introduction and explanation of Portuguese grammar from E. B. Williams, First Brazilian Grammar and the drills and exercises of the Structure and Drills sections of Abreu and Rameh text, Português Contemporâneo as well as drills in the written language and conversational application of these structures for elementary composition. The syllabus was specifically designed for use in Course 201 A and 201 B Intensive Introductory Portuguese and Course 203 Elementary Portuguese Composition and Conversation. Tapes accompanying the Abreu text were edited and prepared for laboratory drills by the participants and a special Peninsular adaptation was prepared and recorded by Sister Franco of the Institute staff.

NOTE: Item D, omitted from this list, was also distributed at the close of the Institute: an eight page list of useful vocabulary items (principally literary and advertising terms) and additional useful addresses prepared by Prof. Sara Marane. It is considered too specialized for inclusion in this report, but is available from the Institute office. Ed.

3. Directory of American Films Operating in Foreign Countries. 1957-58.

World Trade Academy Press, Inc., 3 East 48th Street, New York, N. Y.

Reference text available in libraries listing the firms, addresses and foreign operations directors represented in Brazil and Portugal. Requests for movies, posters, brochures, etc. should be directed to the attention of the Public Relations Office.

4. Brazilian American Cultural Institute, 4201 Connecticut Ave. N. W., Washington, D. C. 20008.

The Institute is a private organization for the promotion of cultural exchange between Brazil and the U. S. It loans films on Brazil, materials for exhibits, conducts courses in Portuguese at its center in Washington, arranges for visiting lecturers, conducts institutes in several fields, etc. Its films are in great demand and their showing should be scheduled well in advance in addition to giving them alternate titles in case the film desired is not available. The films on Brazil by the Institute this year were loaned by the BACI.

B A S I C

P O R T U G U E S E

L A N G U A G E

P R O G R A M

S Y L L A B U S

Vanderbilt University

Institute in Portuguese (IPUM)

June 23 - August 8, 1969

The following agenda presents the coordination of the basic language sequence of the 1969 Vanderbilt Institute in Portuguese (EPDA). This sequence consisted of Courses 201A, 201B, and 201C, Intensive Introductory Portuguese, and Course 203, Elementary Portuguese Composition and Conversation.

As a result of the experience and recommendation of the 1968 Vanderbilt NDEA Institute, it was decided to combine the traditional grammar approach of E. B. Williams, First Brazilian Grammar (New York, Appleton - Century - Crofts) with the dialogs, pronunciation practice and structure drills of Abreu and Raneh, Português Contemporâneo (Washington, Georgetown University Press).

The method used was the introduction and explanation of the structural elements in 201A, using the Williams text, followed by the pronunciation and structure drills from the Abreu and Raneh text in 201B. This was reinforced in 203 by the writing and conversational drills, again based primarily on the Williams text. In Course 201C, the drills were then practiced individually by the students in the language laboratory with tapes edited from the Abreu text for Brazilian Portuguese and special Peninsular versions prepared at the Institute for Continental Portuguese.

Use of the agenda, which was discussed in weekly staff meetings before each week's classes, resulted in a coordinated basic language program and a coverage of the high frequency structural elements of the Portuguese language.

INTENSIVE INTRODUCTORY PORTUGUESE

(201 A and 201 B)

AGENDA FOR FIRST WEEK

First Day

201A - E. B. Williams, First Brazilian Grammar, F. S. Crofts & Co., 1944 (This basic text is referred to hereafter as Williams).

Lesson I - pages 12-14
Para. 6. Gender; Para. 7. Definite article; Para. 8, Indefinite article; Para. 9. Present Indicative; Para. 10. Negative
(analytical explanation of listed items of Portuguese grammar and application drills)

201B - Abreu and Raseh, Português Contemporâneo, Georgetown University Press, 1966 (Hereafter referred to as Abreu).

Pronunciation Practice - Structure and Drills pages 12-18. (Oral-aural presentation of pronunciation and common structural features. Use of edited tapes specifically prepared for both Brazilian and Peninsular pronunciation)

Second Day

201A - Williams, Lesson II, pp. 15-17.
Para. 11. & 12. Plurals (nouns & definite articles) - contractions of articles with de and em.

201B - Abreu, Unit 2 and Unit 4, Pronunciation Practice, p. 22 and p. 48; AR verbs pp. 23-26; contracted forms p. 49

Third Day

201A - Williams, Lesson III, pp. 18-20, Para. 13. Plurals; Para. 14. Present indicative of AR, ER and IR verbs.

201B - Abreu, Units 6 & 7, ER verbs pp. 75-77; contrast of AR & ER verbs p. 78; IR verbs pp. 88-91.

Fourth Day

201A - Williams, Lesson IV, pp. 21-26; Para. 16. Present indicative of SER; Para. 17-19. Adjectives.

201B - Abreu, Unit 3, Pronunciation Practice p. 32; Agreement of adjective and indefinite articles pp. 36-40.

Fifth Day

201A - Williams, Lesson V, pp. 27-31; Para. 20. ESTAR; Para. 21. Use of SER and ESTAR.

201B - Abreu, Unit 3; ESTAR pp. 33-36; Use of ESTAR p. 50; SER vs. ESTAR pp 51-52.

Programa do Curso 203
Elementary Composition & Conversation

1ª aula dia 23

Williams	Lição I exercício D
Abreu	Páginas 17-18.

2ª aula dia 24

Williams	Lição II exercício E.
Abreu	Pág. 24-25 e 49.

3ª aula dia 25

Williams	Lição III exercício E
Abreu	Pág. 75-76-77-78
	Pág. 88-89-90-91

4ª aula dia 26

Williams	Lição IV exercício H
Abreu	Pág. 36-37-38-39-40

5ª aula dia 27

Williams	Lição V exercício F
Abreu	Pág. 33-34-35
	Pág. 50-51-52

INTENSIVE INTRODUCTORY PORTUGUESE
(201 A and 201 B)

AGENDA FOR SECOND WEEK

Sixth Day

201A - Williams, Lesson VI, pp. 32-34, Para. 23-25, Demonstrative adjectives and Pronouns; Para. 26, Cardinal numbers 1-20.

201B - Abreu, Unit 7 & Unit 9, Dialog - Partindo para o Brasil.
Pronunciation Practice p. 86; Cardinal numbers, structure & Drills (1)* p. 87; Demonstrative, S & D (2) p. 115-117; Review SER & ESTAR, bottom page 117 through 118.

Seventh Day

201A - Williams, Lesson VI, pp. 32-34, Para. 22. Present indicative of FAZER; Para. 26. Cardinal numbers 1-20.

201B - Abreu, Unit 12, Present indicative of FAZER, TRAZER, & DIZER - S & D (1) pp. 141-143; Cardinal numbers 12-100, S & D (3) p. 145.

Eighth Day

201A - Williams, Lesson VII, pp. 38-42, Para. 28. Present indicative of IR; Para. 32. Definite article (continued).

201B - AAbreu,, Unit 8. Unit 11
Present tense of IR S & D (1) p. 99; IR plus infinitive S & D (4) p. 104; VAMOS plus infinitive S & D (3) p. 136; Preposition a before o, a, os, as S & D (5) p. 105.

Ninth Day

201A - Williams, Lesson VII, pp. 38-42, Para. 30. Possessive adjectives and pronouns.

201B - Abreu, Unit V Dialog 5 - Esperando a Familia.
Pronunciation practice, p. 60; Possessives S & D (1) & (2) pp. 61-66.

Tenth Day

201A - Williams, Lesson VIII; pp. 43-46, Para. 34. Present Indicative of DAR; Para. 35. Personal Pronouns; Para. 36. Telling time; Para. 37. Names and Days of Week.

201B - Abreu, Unit 16 and 15, Expressions of time, S & D (2) pp. 192-196; Present tense of DAR S & D (1), pp. 177-179; Days of the week, S & D (3) p. 102.

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*"Structure and Drills" section of the Abreu units will hereafter be shown as "S & D" with sub-sections shown as "(1)".

PROGRAMA DO CURSO 203
ELEMENTARY COMPOSITION & CONVERSATION

6ª aula dia 30

Williams	Lição VI exercício F (½)	pág. 36
Abreu	Páginas 116-117-118	

7ª aula dia 1 de julho

Williams	Lição VI exercício F (½)	pág. 36
Abreu	Pág. 141-142-143	
	145-146-147	

8ª aula dia 2

Williams	Lição VII exercício F (½)	pág. 42
Abreu	Pág. 99-100	
	104-105-106	
	136-137	

9ª aula dia 3

Williams	Lição VII exercício F (½)	pág. 42
Abreu	Pág. 61-62-63-64-65-66	

10ª aula dia 4 de julho

Williams	Lição VIII exercício G	pág. 46-47
Abreu	Pág. 193-194-195	
	178-179	
	103	

INTENSIVE INTRODUCTORY PORTUGUESE
(201 A and 201 B)

AGENDA FOR THIRD WEEK

Eleventh Day

201A - Williams IX, pp. 48-53, Para. 40, Preterite Indicative of Regular verbs.

201B - Abreu, Units 17 & 18, Pronunciation Practice (1) & (2) , p. 204-206; Preterite of AR verbs, S & D (1) pp. 206-208; Preterite of ER verbs, S & D (1) pp. 220-222; Preterite of IR verbs, S & D (2) pp. 222-224.

Twelfth Day

201A - Williams IX, pp. 48-53, Para 40 (2), Preterite Indicative of Irregular verbs; Para. 41, Use of Preterite Indicative.

201B - Abreu, Unit 19 & 20, Dialog - Apartamento em Copacabana,.p. 231. Pronunciation Practice, Nasal Vowels pp. 232-233; Preterite of ESTAR & TER, S & D (1), pp. 233-235; Preterite of SER & IR, S & D (1), pp. 245-247.

Thirteenth Day

201A - Williams, Lesson IX, pp. 48-53, Para. 42, Names of the months.

201B - Abreu, Unit 18, Dialog - O Aniversário do Betinho, p. 217. Pronunciation Practice, pp. 218-220; Definite article with expressions of time, S & D (4), pp. 226-227.

Fourteenth Day

201A - Williams, Lesson X, pp. 54-56, Para. 43, Present & Preterite indicative of PODER & VER; Para. 44-45, Radical changing nouns and adjectives; Para. 46, Cardinal numbers.

201B - Abreu, Units 17 & 22, Dialog - A Bandeira Brasileira, p. 266. Cardinal numbers above '100', S & D (2), pp. 208-211; Preterite of VER, VIR, S & D (1), (2), pp. 269-273.

Fifteenth Day

201A - Williams, Lesson X, Para. 47, Cardinal numbers.

201B - Abreu, Unit 13, Cardinal numbers, S & D (2) pp. 155-157.

PROGRAMA DO CURSO 203
ELEMENTARY COMPOSITION & CONVERSATION

11ª aula dia 7

Williams Lição IX exercício G p. 52-53
Abreu Pág 206-207-208
220-221-222-223-224

12ª aula dia 8

Williams repassar lição IX
Abreu pág. 233-234-235
245-246-247
resumir em português Apartamento em Copacabana
pág. 231

13ª aula dia 9

Williams repassar lição IX
Abreu pág. 226-227
resumir em português O Aniversário do Betinho pag. 217

14ª aula dia 10

Williams Licao X Exercício F pág. 58
Abreu pág. 208-209-210-211
270-271-272-273

15ª aula dia 11

Williams repassar lição X
Abreu pág. 156-157
resumir em português A Bandeira Brasileira
pág. 266

INTENSIVE INTRODUCTORY PORTUGUESE
(201 A and 201 B)

AGENDA FOR FOURTH WEEK

Sixteenth Day

201A - Williams Lesson XI, pp. 59-64, Para. 48-51, SABER--Present & Preterit; COMMANDS, DAR, FALAR, ESTAR, SER, IR; Personal Pronouns--object forms, position; Vocabulary.

201B - Abreu, Unit 13, PODER, PERDER, SABER, and VER, S & D (1) pp. 151-155, Introduce MAR PORTUGUES (Give background, read and explain.)

Seventeenth Day

201A - Williams, Continue Lesson XI, pp. 59-64.

201B - Abreu, Unit 23, Object Pronouns, S & D (3) pp. 273-275; Drill MAR PORTUGUES (1st Verse)

Eighteenth Day

201A - Williams, Continue Lesson XI, pp. 59-64

201B - Abreu, Present tense of OUVIR, PEDIR, MEDIR, IMPEDIR, S & D (4) pp. 261-263; Drill MAR PORTUGUES (second Verse).

Nineteenth Day

201A - Williams, Lesson XII, pp. 65-69, POR--Present & preterit, OBJECT-PRONOUNS--Combined with each other; combined with verb.

201B - Abreu. Pronomes Pessoais, S & D (2), (3), & (4), Páginas 293-300, Volume 2; Review MAR PORTUGUES (rapidly)

Twentieth Day

201A - Williams, Lesson XIII, pp. 70-74, PERSONAL PRONOUNS---object of preposition.

201B - Abreu, Diálogo - Uma Viagem à Brasília.
Use of de avião, ônibus etc., S & D (4) páginas 250-251; Pretérito Perfeito de DAR, DIZER e PODER, S & D (1) p. 290 (Volume 2); Memory Test on MAR PORTUGUES.

PROGRAMA DO CURSO 203
ELEMENTARY COMPOSITION & CONVERSATION

16ª aula dia 14

Williams Lição XI exercício G pág. 64
Abreu Pág. 152-153-154-155.

17ª aula dia 15

Williams Repassar 11 ao XI
Abreu Pág. 273-274-275

18ª aula dia 16

Williams Repassar lição XI
Abreu Pág. 261-262-263

19ª aula dia 17

Williams Lição XII exercício F pág. 69
Abreu Pág. 293-294-295-296-297-298-299-300 (2º Vol.)

20ª aula dia 18

Williams Lição XIII exercício G pag. 74
Abreu Pág. 251
resumir em Portugues Uma Viagem a Brasilia p.243
290 (2º vol.)

INTENSIVE INTRODUCTORY PORTUGUESE
201 A/ 201B
Syllabus
AGENDA FOR FIFTH WEEK

Twenty-first Day

201A - Williams, Lesson XIII, pp. 70-74.

201B - Abreu, E & E (1), (2) Imperative, páginas 519-521 (Vol. 2); Introduce A JARDINEIRA.

Twenty-second Day

201A - Williams, Lesson XIV, pp. 75-79 (Emphasize form of imperfect indicative).

201B - Abreu, Dialog - Roupas Para O Betinho, p. 333 (Rapidly for Vocabulary and Structure).
E & E (1) Pretérito imperfeito, páginas 335-338; Drill, A JARDINEIRA.

Twenty-third Day

201A - Williams, Lesson XIV, pp. 75-79 (Emphasize use of imperfect indicative).

201B - Abreu, E & E (2) Pretérito imperfeito and pretérito perfeito, páginas 338-342. Introduce A PRAÇA.

Twenty-fourth Day

201A - Williams, Lesson XV, pp. 80-84.

201B - Abreu, E & E (3) Pretérito imperfeito de ESTAR & NDO, páginas 342-345; E & E (1), Futuro dos verbos, páginas 419-422; Drill A PRAÇA.

Twenty-fifth Day

201A - Williams, Lesson XV, pp. 80-84.

201B - Drill, Review and give written memory test on A JARDINEIRA and A PRAÇA.

PROGRAMA DO CURSO 203

ELEMENTARY COMPOSITION & CONVERSATION

21ª aula dia 21

Williams repassar lição XIII
Abreu pág. 520-521 conversação

22ª aula dia 22

Williams Lição XIV exercício F. pág. 78-79
Abreu pág. 333
336-337-338 conversação

23ª aula dia 23

Williams repassar lição XIV
Abreu dia pág. 340-341-342 conversação

24ª aula dia 24

Williams Lição XV pág. 83-84
Abreu pág. 343-344-345
419-420-421-422 conversação

25ª aula dia 25

Williams Lição repassa
Williams Lição XV (repassar)
Abreu (nada)
examinar A Jardineira e A Praça
conversação

INTENSIVE INTRODUCTORY PORTUGUESE
201A / 201B

Syllabus

AGENDA FOR SIXTH WEEK

Twenty-sixth Day

201A - Williams, Lesson XVI, pp. 85-89.

201B - Abreu, Diálogo - Passando Compras, página 319 (Répétitions).
E & E (2) Pronomes, reflexivos, páginas 323-325.

Twenty-seventh Day

201A - Williams, Lessons XVIII & XIX, pp. 95-102. (Emphasis on Form) Subjunctives.

201B - Abreu, Diálogo - Esperando Visitas, página 321 (Répétitions).
E & E (1) Presente do subjuntivo, páginas 433-438.

Twenty-eighth Day

201A - Williams, Lessons XVIII & XIX, pp. 95-102 (Emphasis on Use of subjunctive).

201B - Abreu, E & E (2) Presente do subjuntivo, etc. página 439-443.

Twenty-ninth Day

201A - Williams, Lesson XX, pp. 103-107.

201B - Abreu, Diálogo - De Partida Para Recife (Répétitions) página 435.
Ortografia (1) Sinais de pontuação, página 436.
E & E (1) Futuro do subjuntivo, páginas 437-442.

Thirtieth Day

201A - Williams, Review Form and Use of present and future subjunctives from Lessons XVIII, XIX and XX.

201B - Abreu, E & E (2) Distinctive, páginas 373-377; E & E (2) Summertime, páginas 407-408.

PROGRAMA DO CURSO 203

ELEMENTARY COMPOSITION & CONVERSATION

26ª aula dia 28

Williams Licao XVI exercício G pág. 89
Abreu pág. 323-324-325
319 - conversação - Williams ex. A pág. 88

27ª aula dia 29

Williams Lição XVIII exercício F pág. 98
Abreu pág. 435-436-437-438
431 - conversação - Williams A pág. 97

28ª aula dia 30

Williams Lição XIX exercício F pág. 102
Abreu pág. 440-441-442-443
conversação Williams A pág. 101

29ª aula dia 31

Williams Lição XX exercício F pág. 107
Abreu pág. 499-500-501-502
496 conversação Williams A pág. 106

30ª aula dia 1 de Agosto

Williams repassar
Abreu pág. 374-375
408
teste

INTENSIVE INTRODUCTORY PORTUGUESE
201A / 201B

Syllabus
AGENDA FOR SEVENTH WEEK

Thirty-first Day

201A - Williams, Lesson XXII, pp. 114-118, Emphasize Form - Imperfect Subjunctive.

201B-- Abreu, Diálogo - Um Bom Emdrego (Rápidamente).
E & E (1) Pretérito do subjuntive, páginas 473-479.

Thirty-second Day

201A - Williams, Lesson XXIII, pp. 119-124 [Emphasize Form of conditional.
Note: 3a and 3b. on p. 120.]

201B - Abreu, E & E (2) Pretérito do subjuntive, páginas 479-482.

Thirty-third Day

201A - Williams, Lesson XXIII, [Emphasize conditional sentences; Note: 4a.]

201B - Abreu, E & E (5), Pretérito do subjuntive depois de se, páginas 489-491.

Thirty-fourth Day

201A - Williams, Lesson XXIV, pp. 123-131, Verbs with and without prepositions (Rapidly), Emphasize form and use of personal infinitive.

201B - Abreu, Diálogo - Uma Viagem Ao Sul, página 535 (Rápidamente).
E & E (1) Infinito pessoal, páginas 537-540, E & E (2) Uso do infinito pessoal, páginas 541-545. (Escolhe os exemplos mais comúns)

Thirty-fifth Day

OPEN - FACULTATIVO.

PROGRAMA DO CURSO 203
ELEMENTARY COMPOSITION & CONVERSATION

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31ª aula dia 4.

Williams Lição XXII exercício F pág. 117-118
Abreu Pág. 474-475-476-477-478-479

32ª aula dia 5.

Williams Lição XXIII exercício H pág. 124
Abreu Pág. 480-481-482

33ª aula dia 6.

Williams repassar lição XXIII
Abreu Pag. 489-490-491

34ª aula dia 7.

Williams Lição XXIV exercício I pág. 130-131
Abreu Pág. 538-539-540
542-543-544-545

35ª aula dia 8

EXAME

Institute in Portuguese
Vanderbilt University

Introduction to the Sociology of Minority Groups
Professor Bourg
Summer 1969

...what the students reported back as
salient and significant to them...

I. The recognition of many forms of conflict.

1. There is the conflict between older Americans (those who have been in this country for some time) and the new people seeking assimilation, whether they be black, brown or Portuguese immigrants.
2. There is the conflict between the older, already assimilated Portuguese, the second, third and fourth generations, and the newcomers. Some of the conflict is based on judgments that the new stock is not as good as the old stock; that in fact some of the new is also bad stock. Further, the judgments of the newcomers seem to be justified because based on legitimate complaints, according to some.
3. There is the conflict of members of different social classes, especially between those of the middle class and the lower class.

II. The faint recognition of a new and growing resistance to newcomers.

1. The newcomers may be the people from the rural areas who have moved into the cities.
2. Those from the south who move to northern cities are resisted by those who have been there for some time.
3. The already assimilated immigrants do not welcome the newly arrived.
4. In the Church, carriers of new ideas and approaches are resisted as newcomers to the tradition. Yet the peculiar phenomenon is present that often it is the most recent traditions which are championed in opposition to innovations.
5. Both in American society and in the Church, it was suggested by some and implied by others, there has been a loss of or at least an inattention to much older and longer traditions. Hence the resistance to newcomers is often based on rather recent attitudes and behavior.

III. The recognition of a new situation for minority groups in the United States.

1. Several see greater opportunities for minority groups than in earlier times in our history; for all whether black, brown or newcomer immigrants.
2. Some see greater opportunity for the newly arrived Portuguese; a few were especially sanguine about what they could achieve.
3. Yet none raised the issue of the connection between what may be seen as new opportunities and the increased conflict.

NOTE: Material prepared by Dr. Bourg at the request of his students and distributed to them at the close of the Institute. Ed.

IV. Religion and the Church

1. National churches in the past had diminished contact among members of the same religion. Today there is a growing ambivalence about the national churches.
2. Religious orders have had their own kind of separatism. In this day of questioning segregation, both voluntary and involuntary forms of separatism seem to have deleterious effects.
3. There is the recognition of a new openness. Vatican II was cited. Yet there is widespread resistance within the Church which may be similar, sociologically, to other resistances in society as noted above.
4. One reported that it seems that the Church is beginning to do what society in general attempts to do. (In earlier periods of history, many recognized that at those times when the Church was doing what society in general was doing, it flourished and was more acceptable; when the Church turned inward, it was less acceptable.)
5. Some acknowledged the failure of the Church with regard to the blacks,
6. Yet the new situation for the Church is manifest in the ecumenical movement with its new types of contact and the different effects of such contact.
7. The real religious question for some was the future of organized religion.

V. Marriage

1. Some were opposed to interracial, both for practical reasons such as the adverse effects on the children, and in principle as an unnecessary element in intergroup relations.
2. Yet it was recognized that the meaning of mixed marriages has changed. Originally it meant marriage across ethnic lines; later it came to mean marriage between persons of different religious affiliation; today it refers to interracial marriage to more and more people.
3. Still for some the opportunity for successful interracial marriages would be a sign of more adequate intergroup relations among the races.
4. Because the young seemed to be more disposed to new forms of contact, it is expected by some that there will be an increase in interracial marriages in the near future.

VI. Education

1. A common concern for many was the parental apathy with regard to the learning of the Portuguese language.
2. Others recognized that education means more than schools. The mass media must assist in any program which would facilitate the assimilation of newly arrived immigrants.
3. The young are seen as leaders for many newcomer immigrants. These children learn the language more quickly and more successfully and they become the links, in many cases, with the outside world.
4. Within the school, some found a conflict, especially in agricultural situations, between the attitude of some teachers encouraging extra-curriculars and the students who are required to return from school after formal classes in order to help out.
5. In education, many acknowledged that local solutions to local problems will be inadequate. There is the need for the influence from larger bodies.

VI. Education (cont'd)

6. Some saw the black revolution affecting not only the Cape Verdeans but many brown people and some immigrants. It was the recognition that these peoples are not segregated from knowledge about the various revolutions occurring in other peoples.

VII. Sources of wonder and consternation.

1. Some had the feeling that new blood should be welcomed and yet it often is not. A few implied that Americans are experiencing a saturation point which is linked to the growing resistance to the newcomer sub II.
2. During recent wars, men of all races and ethnic groups have been together sharing the same food, clothing, struggle, pain and death. Yet there is strong resistance to blacks, browns and recent immigrants among veterans and veteran groups.
3. The Cape Verdeans have a special problem. The Black revolution excites the imaginations of some. Yet traditionally they have considered themselves 'white' because Portuguese. The path for them to take is uncertain; the choice for them to make is unclear.
4. All minority groups suffer from preconceptions. But all of us depend on many preconceptions, in part because we do not have the opportunity to correct them, in part because we are content with what we have. The pity is the fact that many preconceptions are not individual but the result of a collective wisdom which is unaware of the empirical world.
5. The tasks for minority groups may be the remarkable contribution of helping to humanize the American robot. Inequalities in knowledge and power cannot easily be diminished. Yet all men could be equals in contributing to the humanization of the world.
6. The issue for minority groups often seems to be either separatism or complete fusion. It may be that coexistence is the more realistic goal. Yet coexistence may be fine when you have parties that are more or less satisfied with what they have and do not want more than moderate contact.
7. The language of new frontiers creates excitement, But so many old frontiers get ignored and left out of consideration.

ESOL METHODOLOGY: EXHIBITION OF CLASSROOM TEXTBOOKS

The following textbooks were made available for inspection by the ESOL participants through the courtesy of the respective publishers, and in the case of items by Christine Gibson, et. al., through participant Donald Massoud and the schools of Fall River, Mass.

1. Alter, Jason B., Roy W. Collier, and Miho Tanaka Steinberg. Utterance-Response Drills for Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

2. Bumpass, Faye L. We Learn English. All English Edition. 6 volumes. New York: American Book, 1959.

3. Cornelius, Edwin T., Jr. First Lessons in English. Washington: English Language Services, 1957.

4. Croft, Kenneth. A Practice Book on English Stress and Intonation for Students of English as a Second Language. Washington: English Language Services, 1961.

5.----------Pronunciation Course in English for Foreign Students. With Special Reference to Stress & Intonation. Units 1 & 2. Washington: English Language Services; distributed by General Electronic Laboratories, Boston (no date).

6.----------Reading and Word Study. For Students of English as a Second Language. High Intermediate Level. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

7. Croft, Kenneth and A.J. Davis. A Practical Course in English for Foreign Students. [formerly entitled the K.C. Drills] Washington: English Language Services, 1957.

8. Danielson, Dorothy and Rebecca Hayden. Reading in English. For Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1961.

9. English Language Services. Audio-Lingual English. A Self-Instructional Language Laboratory Program. Workbook. Vol 1 and 6 [out of 6]. New York: Macmillan, 1967.

10. ----------Audio-Lingual English. A Self-Instructional Language Laboratory Program. Teacher's Guide. New York: Macmillan, 1968.

11. ----------Drills and Exercises in English Pronunciation. Consonants and Vowels. New York: Macmillan, 1966.

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14. ----------English Grammar Exercises. Vol. 1 and 3 [out of 3]. New York: Macmillan, 1965.

15. ----------English 900: A Basic Course. Vol. 1 and 6 [out of 6]. New York: Macmillan, 1964.

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17. ----------English 900: A Basic Course. Teacher's Manual. New York: Macmillan, 1965.

18. ----------English Pronunciation: A Manual for Teachers. [Collier-Macmillan Teacher's Library] New York: Macmillan, 1968.

19. ----------English This Way. Vol. 1, 6, 7, and 12 [out of 12]. New York: Macmillan, 1963, 1964, 1965.

20. ----------English This Way: Teacher's Manual and Key to Books 1-6. New York: Macmillan, 1964.

21. ----------English This Way: Teacher's Manual and Key to Books 7-12. New York: Macmillan, 1965.

22. ----------Intensive Course in English. 3 vol. [I: Intermediate; II: Advanced 1; III: Advanced 2.] Washington: English Language Services, 1965.

23. ----------Intensive Course in English. Elementary. 2 vol. Washington: English Language Services; distributed by General Electronic Laboratories, Boston (no copyright date; fifth printing: 1968)

24. ----------The Key to English Adjectives 1. New York: Macmillan, 1965.

25. ----------The Key to English Figurative Expressions. New York: Macmillan, 1966.

26. ----------The Key to English Letter Writing. New York: Macmillan, 1966.

27. ----------The Key to English Prepositions 1. New York: Macmillan, 1964.

28. ----------The Key to English Two-Word Verbs. New York: Macmillan, 1964.

29. ----------The Key to English Vocabulary. New York: Macmillan, 1965.

30. ----------. The Love Letter. Collier-Macmillan English Readers. New York: Macmillan, 1968.

31. ----------. A Magazine Reader. Collier-Macmillan English Readers. New York: Macmillan, 1968.

32. ----------. The People Speak. Collier-Macmillan English Readers. New York: Macmillan, 1964.

33. ----------. A Practical English Grammar. New York: Macmillan, 1968.

34. ----------. A Practical English Grammar Programmed Workbook. New York: Macmillan, 1968.

35. ----------. Reading and Conversation for Intermediate and Advanced Students of English. About the United States, its People, its History, and its Customs. 2 vols. Washington: English Language Services; distributed by General Electronic Laboratories, Boston (no copyright date; fifth printing: 1968).

36. ----------. Scenes of America. Collier-Macmillan English Readers. New York: Macmillan, 1968.

37. ----------. Special English. Aviation, Book 1: General Aviation. New York: Macmillan, 1968.

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41. ----------. Special English. Engineering. Demonstration Tape. New York: Macmillan, 1966.

42. ----------. Special English. International Trade. New York: Macmillan, 1966.

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44. ----------. Special English. Journalism, Book 1. New York: Macmillan, 1967.

45. ----------. Special English. Journalism. Demonstration Tape. New York: Macmillan, 1967.

46. ----------. Special English. Medicine, Book 1. New York: Macmillan, 1966.

47. ----------. Special English. Medicine. Demonstration Tape. New York: Macmillan, 1966.

48. ----------Stories to Surprise You. Collier-Macmillan English Readers. New York: Macmillan, 1964.

49. Gibson, Christine and I.A. Richards. English Through Pictures. 2 vols. New York: Washington Square Press, 1966, 1968.

50. ----------First Steps in Reading English. 4 vols. New York: Washington Square Press, 1959.

51. ----------A First Workbook of English. New York: Washington Square Press, 1946, 1967.

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56. ----------Put-in-the-Pictures. 4 vols. New York: Washington Square Press, 1959.

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58. ----------Words on Paper. English Language Research, 1943.

59. Gordon, Morton J. and Helene H. Wong. A Manual for Speech Improvement. Englewood Cliffs, N.J.: Prentice-Hall, 1958, 1961.

60. Hamolsky, Sydney L. Improve Your English Conversation. 2nd ed. New York: American Book, 1960.

61. Harris, David P. Reading Improvement Exercises for Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

62. Hayden, Rebecca E., Dorothy W. Pilgrim, and Aurora Quiros Haggard. Mastering American English. A Handbook-Workbook of Essentials. Englewood Cliffs, N.J.: Prentice-Hall, 1956.

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APPENDIX N

Final Formal Staff Meeting
August 11, 1969
Presiding: Dr. Andrews and Col. Wachholz

Agenda:

I. Participants: ESOL and FL

Teixeira suggested that the Institute publicize as early as possible in order to attract more participants. Dr. Andrews pointed out that the federal government more or less determined the timing of publicity.

Teixeira suggested that the Institute advertise the number of credits that a prospective participant could earn during the summer. The problem of credit-granting was discussed and Dr. Andrews stated the reasons for there being a special Institute transcript.

Reinhardt remarked on the few number of high school administrators at the Institute this summer and several suggestions were made concerning better way of making contacts with potential institute candidates, such as, utilizing attendance lists from AATSP, chapter lists of Hispania, Gil Cavaco's yearly address list as sources of Spanish teachers who want to teach Portuguese.

Rocha said that he would send a list of high schools in New England (S. Massachusetts and N. E. Rhode Island) that have not yet begun Portuguese programs because of a lack of awareness among the administrators of the demand existing in the community.

On the topic of public relations, Rocha suggested that Institute people give talks and make contacts with potential participants all during the year.

Col. Wachholz suggested hiring a PR man and Dr. Andrews mentioned the possibility of a budget to cover the expenses of publicity during the year.

Teixeira suggested that press releases be sent to hometown newspapers advertising the participants who have been accepted into the program and also advertising participants who have successfully completed the Institute program.

At this point, there was some discussion on the possibility of holding the Institute in Portugal next summer. This possibility was considered by all as being a big attraction to future participants.

It was also mentioned that demonstration classes in ESOL would be very successful, were the Institute to be held in Portugal.

II. Classes

A. The Civilization and Culture course was praised by all.

Teixeira made the suggestion that the course be given in English.[1]

The suggestion was also made that a discussion session be held once a week to help those who might be having difficulties in absorbing the lecture material.

It was also suggested that the objectives of this course be clearly stated, i.e., that ESOL students are not expected to derive the same benefits from the course as the FL students. Rocha said that he felt that the amount of required reading and not the lack of familiarity with the target language seemed to be the main objection. Some participants were not accustomed to the pace of a university-level course such as this one.

B. Basic Language Courses (201A, 201B, 203)

Corrêa suggested that 201A and 201B be taught by the same person.

Rocha recommended that 201A and 203 be more closely tied together.

It was agreed upon that a new set of drills be prepared to supplement the basic grammar book, First Brazilian Grammar (Williams).

Rocha suggested that 203 Composition course cover in writing the material presented orally the previous day and not the material presented the morning of the same day. This was agreed to apply only to the ESOL sections and not the FL one.

The possibility of preparing a special institute textbook, combining grammar and audio-lingual drills was discussed.

C. Advanced Composition

The suggestion was made that a course in Intermediate Composition be implemented next year because of the heterogeneity of the advanced group. This course might possibly be geared toward helping the semi-literate native speaker of Portuguese. A lack of knowledge of basic grammar terminology was prevalent in this group.

Teixeira suggested administering a pre- and post-program test in order to determine first the knowledge of each participant of methodology, general culture and grammar and then to measure the progress of the participant in these areas.

D. Methods

1. Comparative Grammar. Again, the question of using English instead of Portuguese arose and Reinhardt said that he found that language was not so much a factor as was the previous

---

[1] This suggestion met with unanimous opposition.

knowledge of linguistics and grammar terminology in the grades that he gave at the end of the course.

2.. Dialectology. Vázquez also remarked on the disparity of backgrounds in linguistics in his course.

3. ESOL Seminars and Methodology. Jensen did not approve of the 3-hour format of his methodology seminar course because he had to treat three or four topics within that period. He recommended that for at least a group such as his, which was made up of mostly novices in methodology, that the course meet two times a week for two hours or three times a week for one hour.

A major criticism of the ESOL seminars was that there was no demonstration class to implement the theories introduced in the seminar course. The possibility of setting up demonstration classes utilizing ESOL participants weak in English was brought up and its justifiability was questioned. Some felt that the Institute had the responsibility of improving the English of the ESOL participants as our goal is to produce bilingual people.

A final recommendation was made that the ESOL methodology series be supplemented with a demonstration class.

At this point, the advisability of the Institute's endorsing a particular methodology, specifically the A-L Method, was discussed at length.

4. Demonstration Classes.

The suggestion was made that a hand-out sheet be given to the observers of the demonstration classes so that they know what to look for in the presentation.

It was also suggested that the demonstration class teacher be the one to teach the FL methodology course which should clarify, draw conclusions, and make generalizations based on the practice observed in the demonstration class. It was also suggested that this teacher be the co-ordinator of this phase of the Institute.

Evaluation of practice teachers was discussed. It was felt by some that the practice teachers were often not aware of the importance of different A-L drills because of the failure of the methodology courses to present the basic tenets of the A-L Method.
(See suggestion below under Films and Lectures)

5. Sociology Course. The suggestion was made that an introduction to Sociology, oriented towards Race Relations, be given at the beginning of the course.

III. Films and Lectures

The film series was generally criticized because of the poor sound tracks. The possibility of showing films in a smaller room or in the language laboratory with the use of ear phones was made. Slides were suggested as an alternative to films.

The lectures were considered undistinguished in comparison to the previous year.

It was suggested that the lecture series be dispensed with and that a series of seminars on A-L Methodology be substituted in its place. This series should be presented at the beginning of the program. Lectures could be given during class time, for example, at the time of the Culture and Civilization Class.

It was suggested that the participants be allowed greater blocks of free time. This suggestion was considered especially applicable if the Institute were held in Portugal, where field trips could be organized over long weekends, etc.

Teixeira suggested that little or no homework be assigned if the Institute is held in Portugal.

IV. Language Tables

It was felt by some of the staff that the language table arrangement worked well at first but became ragged toward the end.

There was the suggestion that people be allowed to sit where they pleased after the first three weeks.

It was also suggested that people be given more freedom to sit where they pleased at dinner but continue to sit at specified tables at lunchtime.

V. Administration and Logistics

A. Housing. The suggestion was made that people be separated according to age, and marital status.
B. Food Service - judged satisfactory.
C. Recreation - judged satisfactory.[2]
D. Communication. The advisee program was considered successful. The suggestion was made that an orientation session be held the evening before the first classes in order to anticipate problems of participants.

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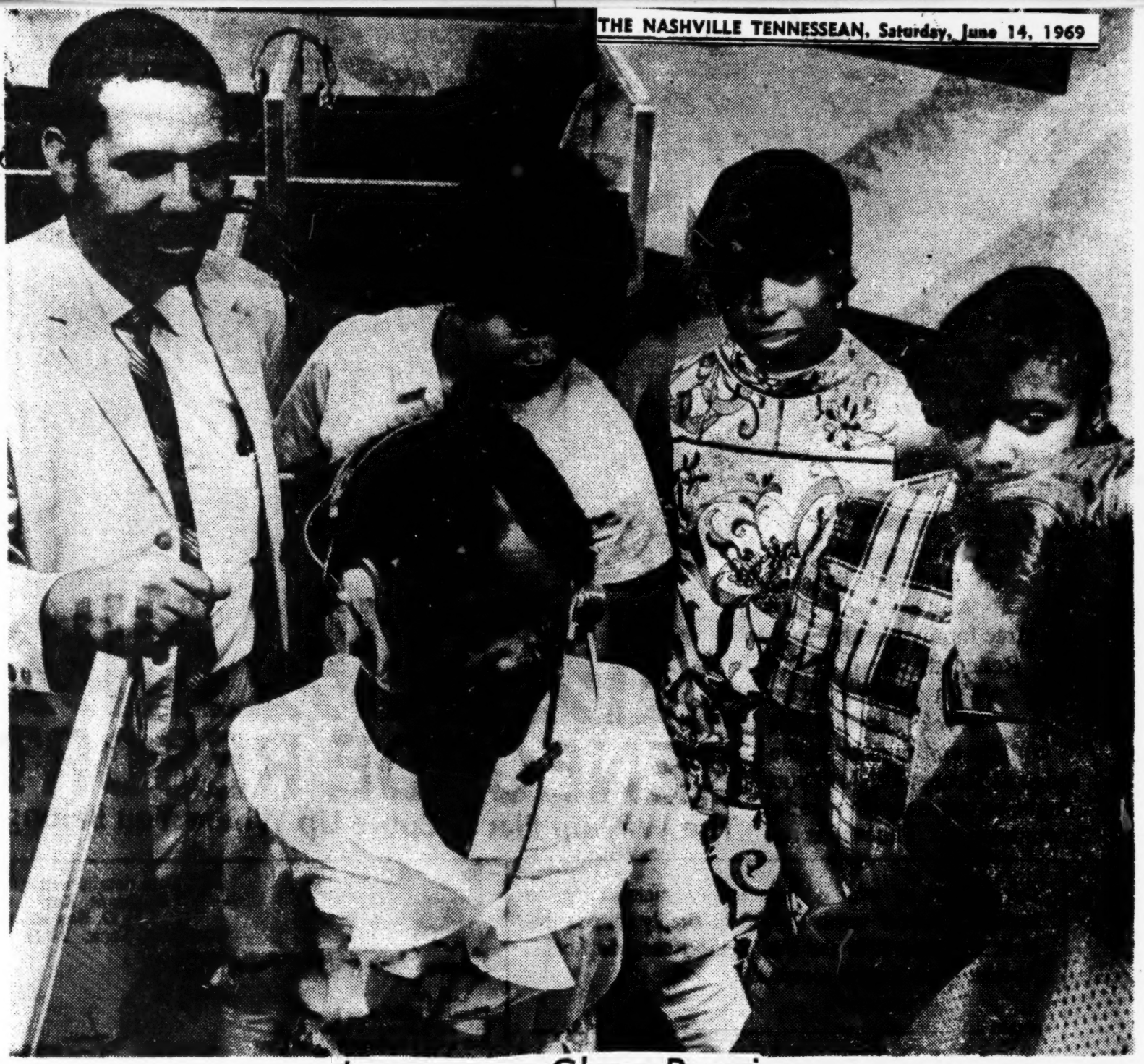
[2]The scheduling problem with the swimming pool has been noted in the Director's Report.

RECOMMENDATIONS

1. Advertise early - list credits
2. Hometown newspapers to be contacted
3. New set of drills for Williams
4. Institute syllabus
5. Administer pre- and post-test
6. Demonstration class for ESOL seminars
7. Demonstration class observers be oriented on each demonstration
8. Films be dropped
9. Lectures be woven into regular curriculum
10. Language tables obligatory first three weeks--seating at own choice later.

228-
231
omitted

232



Language Class Preview

Dr. Norwood Andrews, right, head of Vanderbilt's Institute in Portuguese, demonstrates the school's language laboratory to Charles Williams, left, director of Nashville's Project Opportunity, and Cameron students Karen Booker, front, Otha Lamb, Ruby Watkins and Carey Wallace, who will study Portuguese this summer.

VU Sets Portuguese For High Schoolers

By FRANK SUTHERLAND

Vanderbilt University is now accepting applications from Nashville area high school students to study Portuguese in a free program June 23 to Aug. 8.

Vanderbilt is the only college in the United States to offer such a program, sponsored by the federal government in an attempt to interest students at all grade levels in the language.

THE INSTITUTE in Portuguese, headed by Dr. Norwood Andrews Jr., began as a demonstration project last year with a group of Cameron High School students participating.

It was designed to show that such a subject could be enthusiastically accepted by both high school students and administrators.

But why Portuguese?

"Portuguese is a critical language," Andrews said. "Congress defined it as such under the National Defense Education Act of 1958.

"THE MOST immediate answer is a single word: Brazil, which has half the population of South America."

Andrews said it is also an advantage to the student to study what is now considered a rare language in the United States.

"It is something that college admissions directors look at twice," Andrews said.

"Too, the opportunity to go to school on a college campus while in high school is something to take very seriously. The opportunity to study a rare and increasingly important field on that same college campus is something to take even more seriously."

THIS SUMMER, most of last year's class is returning for a second-year course in the language. Others will be taking the first year course.

Because the program was so successful last year, the government has doubled the funds appropriated to the program.

Andrews said that this means he can accept applications from schools in the Metro area other than Cameron for the first-year course.

Both courses will meet one hour a day, five days a week on the Vanderbilt campus.

JAMES Teixeira, summa cum laude graduate of Brown University, will teach the first-year course and John Jenson of Harvard, a veteran of two years with the Peace Corps in Brazil, will teach the second-year course.

The Vanderbilt Institute in Portuguese includes work for teachers, too, with the ultimate goal of stimulating interest in the high school grades and qualifying teachers.

Andrews said one immediate goal is to get Portuguese offered in the Metro school system, which will be a possibility as students and teachers complete the institute sessions.

228/229/230/231/232

APPENDIX Q

VANDERBILT UNIVERSITY

INSTITUTE IN PORTUGUESE (EPDA)

DATE:

TO:

FROM:

SUBJECT: Second year Portuguese at Vanderbilt for Cameron students

By now you probably know that a second year Portuguese course has been created especially for you at Vanderbilt. It begins on Monday, June 23rd, and runs through Friday, August 8th. It meets at 9:10 A.M. Four days a week, including Mondays, it is held in room 209 Furman Hall. I'm sure you remember Furman Hall from last summer: it's Vanderbilt's best building. One day a week, your class is held in the ultra-modern television classroom in Mary Henderson Hall, just across the Campus from Furman. These are much better facilities than what you were accustomed to at Peabody last summer, and much more convenient. In other words, you'll be using better equipment, your surroundings will be more pleasant, and you won't have so far to walk.

Your teacher is one of the best there is, and he is coming to Vanderbilt from Harvard specifically to teach your class. He knows that what we are doing here together, you and I, is a pioneer experience in American education, and he is looking forward to meeting you and working with you. I like him very much myself, and I know you will too. His name is Professor John Jensen , and he spent two years in Brazil in the Peace Corps.

Let me just remind you of a few of the advantages of your continuing your study of Portuguese at Vanderbilt. The way in which you have already demonstrated your interest shows that you know why it is such an important language, and such a useful one to learn, so I'm sure you also realize how attendance at this summer's course can provide you as an individual with some direct, personal benefits. I'd like to mention three of them.

In the first place, your transcript will show a continued interest in a rare and important field, not just a momentary, passing interest of no particular value. This continued interest is something that college Admissions Officers will look at twice, I assure you. It will set you apart from the crowd, show that you think things through for yourself, act on your own initiative, explore new areas, and take advantage of important opportunities.

In the second place, you will be able to ask your teacher, Professor Jensen, for a written recommendation if you do well. Don't forget: Professor Jensen comes from Harvard. How many students are recommended by someone from Harvard before they ever even get to college?

In the third and last place, the opportunity actually to go to school on a college campus is something to take very seriously, as you well know. The opportunity to study a rare and increasingly important field on that same college campus is something to take even more seriously. You will be in contact with students and teachers of Portuguese from all over this country, and from Brazil and Portugal as well. I personally never had the chance to "breathe the college atmosphere" before I got to college, or to get a "running start" on Portuguese within that same atmosphere, either. I can tell you truthfully that those are both chances I sincerely wish I did have.

APPENDIX R

SELECTION PROCEDURES

GENERAL

The Institute is for forty (40) participants, roughly twenty each in the REGULAR[1] and ESOL programs, although such varying proportions as twenty-five to fifteen either way or even thirty to ten can be accommodated without the need for staff or curriculum changes. It is expected, however, as applications are processed, to maintain a proportion approximating the basic twenty to twenty.

REGULAR A-LEVEL REPEAT

The REGULAR A-LEVEL REPEAT group falls into two categories: those applicants who were participants at the A-LEVEL in 1968, and those who were participants at the E-LEVEL in 1968. All of the latter who apply up to the possible maximum of five will be admitted. Depending upon the number who do apply (two have done so informally already), a maximum of five A-LEVEL graduates from the 1968 Institute will also be admitted, the number of the combined A-LEVEL REPEAT group not to exceed seven participants or roughly one-third the entire REGULAR group.

In the case of applicants from last year's A-LEVEL program greater selectivity will be exercised, since by no means all of them need a second Institute experience. There are a few, however, whose spoken and written Portuguese was relatively weak within the A-LEVEL context at the beginning of last year's program. Although vastly improved by the Institute experience, it could still beneficially use further work. They and some others whose Portuguese is native but whose substantive and methodological knowledge was weak will be considered. Those who apply will be ranked by the Director and the Associate Director on the basis of a combination of the individual's need, the extent to which he or she may be expected to benefit from the second program (it is here very advantageous that the Director and the Associate Director know all the potential applicants personally), and the benefits to the applicant's school from his or her further training. General ability to adapt to the Institute experience and to contribute to it will also be considered.

REGULAR A-LEVEL INITIAL

Approximately seven REGULAR A-LEVEL INITIAL participants will be admitted, although the total may vary somewhat depending upon the numbers of A-LEVEL REPEAT and E-LEVEL participants. It is not expected normally to fall below seven participants, but may increase somewhat.

Selection criteria will be essentially the same as those employed for the 1968 NDEA A-LEVEL program. Applicants will be ranked by the Director and Associate Director, and initial acceptances sent out on the basis of the ranking. An effort will be made to accommodate as many as possible of the A-LEVEL applicants whom space did not permit admitting to the 1968 program.

REGULAR E-LEVEL

An upper limit of ten REGULAR E-LEVEL participants has tentatively been

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[1] *i.e.*, FL.

established in order to maintain the proper teacher-to-participant ratio in the basic language courses. Most of the REGULAR E-LEVEL participants will be enrolled in the single Brazilian section of those courses, where it would be difficult to accommodate more than ten efficiently and still maintain the proper amount of individualized attention. However, it is possible that some REGULAR E-LEVEL participants will prefer Peninsular Portuguese, in which case it will not be difficult to accommodate them, and the overall number may go up slightly.

ESOL

The ESOL A-LEVEL group has an initial tentative limit of six participants, while the ESOL E-LEVEL group is projected for a minimum of fourteen. Again tentatively, the group of fourteen is divided into two sections of seven apiece in the basic language sequence. If, during the actual selection process, evidence appears in support of the establishment of a "fast" and a "slow" section in that sequence, consideration will be given to increasing slightly--by two or three participants--the "fast" section, and reducing to four or five the "slow" section. The reasoning here is that the slight increase in numbers in the "fast" section will not have significant adverse effects on the participants with stronger foreign language backgrounds, while the reduced numbers in the "slow" section will provide valuable additional individual attention for participants with weaker backgrounds.

The ESOL E-LEVEL "fast" group is expected to be comprised of applicants with the following backgrounds: 1] A good knowledge of Spanish (or French) much as in the case of REGULAR E-LEVEL applicants although it need not be quite so thorough.[2] 2] A large residual or passive knowledge of Portuguese, such as that frequently acquired in immigrant homes by first generation children who understand the spoken language well but encounter difficulty in speaking it themselves and cannot read it. Somewhat more difficult to identify for purposes of evaluation, this kind of knowledge can nonetheless be "smoked out" satisfactorily through a screening process in the applicant's own school. The Institute Director is relying here on the evaluations and recommendations of such ESOL supervisory personnel as Mrs. Ida Baptiste in Taunton who speaks correct Portuguese with native fluency (and has volunteered to do the screening in her area) and Mr. Gilbert Cavaco in New Bedford (whose knowledge of Portuguese is also both native and correct). 3] A good knowledge of one foreign language (it need not be Romance) and some knowledge of a Romance language; a sound reading and speaking knowledge of German, for example, coupled with two years of college French, would give the applicant a foreign language background of adequate sophistication to enable him to perform well in the basic language sequence of the Institute. It is entirely possible, of course, that all ESOL E-LEVEL applicants will fall into these categories in a narrow enough range of preparation and background so that both basic language sections will essentially be "fast" sections. Obviously, in such a case, there will be no problem.

If a "slow" ESOL E-LEVEL section is necessary, its applicants will continue to be selected from among those who fall into one of the above three categories, but who are less competent and whose background is less extensive. It is, of course, completely feasible to shift a participant from the "slow" to the "fast" section during the Institute if he demonstrates enough progress, or shift one from the "fast" to the "slow" section if he has difficulty keeping up. The words "fast" and "slow" will of course be avoided.

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[2] The rationale here is that their most immediate need is for comprehension & communication, while the REGULAR E-LEVEL participants will immediately use the language pedagogically.

ESOL E-LEVEL applicants with no foreign language background will not be accepted. Again, in all cases, the Institute Director relies on the screening personnel in the areas furnishing the applicants.

ESOL A-LEVEL applicants, which are expected to include immigrants with no degree at all, must of course speak Portuguese, but it may be one of the "New England varieties" as well as Azorean or Continental. If it is fluent but a regional or substandard dialect, "cleaning it up"--obviously with great tact--will be an important function of the A-LEVEL program. ESOL A-LEVEL applicants who both speak fluent, correct Portuguese and have had adequate ESOL methodological training--if indeed there are any such people--clearly do not need the Institute experience and are ineligible. In the vast majority of cases, however, ESOL A-LEVEL applicants may be expected to be individuals who speak Portuguese fluently (although perhaps in a regional or substandard dialect) and who have been pressed into ESOL service without adequate training simply because they do. If they are Portuguese-Americans (many will be), their Portuguese will most likely have been learned in the home without benefit of formal study at all, either of the language or, for that matter, of ESOL methodology either. Basically, all ESOL teachers who speak Portuguese are eligible to apply to the ESOL A-LEVEL program (except those already excluded above). Final selection will rest heavily on the recommendation of the screening supervisory personnel in the area. Particular attention will be paid to the effectiveness of the individual applicant as a teacher, the extent to which his school would profit from his rather than someone else's receiving the Institute training, etc.

APPENDIX S

FL TEACHER IN-SERVICE EVALUATION FORM

Name of Teacher_____ Date_____

1. Voice (volume, clarity, modulation)_____

_____

2. Instructions (clearly understood by students?, appropriateness of gestures?)_____

_____

_____

3. Pacing (too fast, too slow?)_____

4. Attention to student errors (individual and group correction?, were all problems isolated?, were corrections handled in the most pertinent and time-saving manner possible?)_____

_____

_____

_____

5. Organization of material_____

6. Adequacy of visual or audio aids (if applicable)_____

_____

7. Were the goals of the lesson accomplished? (what is the evidence for this?)_____

_____

_____

8. Handling of unexpected questions or situations_____

_____

9. Classroom management (participation of all students, discipline)_____

_____

_____

10. Student reaction to lesson_____

_____

11. What was the area of greatest strength in the presentation? _____

_____

12. What was the area most in need of improvement? _____

_____

CHECK LIST FOR EVALUATION OF PORTUGUESE PRONUNCIATION

A [ ] Native-like
B [ ] Near-native, consistent
Ca[ ] Inconsistent control due to English influence
Cb[ ] Inconsistent control due to Spanish influence
Cc[ ] Inconsistent control due to regional or substandard Portuguese
Da[ ] Infrequent control due to English influence
Db[ ] Infrequent control due to Spanish influence
Dc[ ] Infrequent control due to regional or substandard Portuguese
Ea[ ] English pattern
Eb[ ] Spanish pattern
Ec[ ] Unacceptable substandard or regional Portuguese pattern

1. Does over-all rhythm sound convincing?

A [ ] B [ ] Ca [ ] Cb [ ] Cc [ ] Da [ ] Db [ ] Dc [ ] Ea [ ] Eb [ ] Ec [ ]

2. Is the teacher able to speak with near-normal speed, and does he?

A [ ] B [ ] Ca [ ] Cb [ ] Cc [ ] Da [ ] Db [ ] Dc [ ] Ea [ ] Eb [ ] Ec [ ]

3. Does he speak a unified variety of Portuguese, or does he mix dialects?

Consistent [ ] Mostly consistent [ ] Inconsistent [ ]

4. Does he handle basic phonemic distinctions of stressed vowels?

A [ ] B [ ] Ca [ ] Cb [ ] Cc [ ] Da [ ] Db [ ] Dc [ ] Ea [ ] Eb [ ] Ec [ ]

5. Does he over-differentiate unstressed vowels due to spelling or native language?

A [ ] B [ ] Ca [ ] Cb [ ] Cc [ ] Da [ ] Db [ ] Dc [ ] Ea [ ] Eb [ ] Ec [ ]

6. Does he handle sibilants acceptably, especially in linking?

A [ ] B [ ] Ca [ ] Cb [ ] Cc [ ] Da [ ] Db [ ] Dc [ ] Ea [ ] Eb [ ] Ec [ ]

7. Does he handle nasal diphthongs (e.g. /ãw̃/) acceptably, especially in linking?

A [ ]	B [ ]	Ca [ ]	Da [ ]	Ea [ ]
		Cb [ ]	Db [ ]	Eb [ ]
		Cc [ ]	Dc [ ]	Ec [ ]

8. In repeating drill material, can he maintain a consistent intonational pattern from one repetition to another?

Yes [ ] Usually [ ] Sometimes not [ ] No [ ]

9. In correcting student pronunciation, is the teacher able to identify the mistake and correct it efficiently?

Yes [ ] Usually [ ] Sometimes not [ ] No [ ]

ESOL Teacher In-Service Evaluation Form

Name _____ School _____ Date _____

I. General

a. Appearance

1. Teacher (well groomed? pleasant disposition?) _____

_____ _____

2. Classroom (well decorated? good seating arrangement?) _____

_____

b. Materials in use

1. Textbook adopted title? (appropriateness?) _____

_____

2. Other student materials _____

3. Books available in classroom _____

4. Visual aids (charts, slides, overhead) _____

5. Audio equipment (tape recorder, phonograph, laboratory) _____

_____

c. Classroom Management

1. Handling of mechanics (roll, homework, announcements) _____

_____

2. Student discipline (avoidance and management of problems) _____

_____

3. Class atmosphere (noisy, serious, fun, stern, etc.) _____

_____

II. Methodology

a. General teaching procedures

1. Pacing (fast and efficient?) _____

2. Voice (volume, clarity, modulation) _____

3. Organization of lesson material _____

4. Imitation model--natural and authentic? (pronunciation, intonation, speed) _____

5. Attention to student errors and their correction _____

_____

6. Use of Portuguese (effective aid or abused?) _____

_____

7. Use of audio-visuals _____

8. Inclusion of all students in lesson _____

9. Handling of unexpected questions and situations _____

_____

10. Structural explanations (accurate and understandable?)_____

_____

11. Reading and Writing as goals (abused? ignored?)_____

_____

b. Dialogues and Drills

1. Are instructions brief and understandable?_____

_____

2. Are gestures adequate and appropriate?_____

_____

3. Are long utterances broken up (rather than being slowed down) for students, and then put back together?_____

_____

4. Is meaning given concisely without dwelling on translation as a goal_____

_____

5. Is there good balance between choral and individual recitation?_____

_____

6. Are drills used effectively and correctly?_____

7. Is repetition abused?_____

8. Other comments_____

_____

_____

III. Conclusions:

a. Greatest strengths:_____

_____

_____

b. Greatest weaknesses:_____

_____

_____

c. Specific suggestions for improvement:_____

_____

_____

d. General Evaluation:_____

_____

_____

_____

Name of Evaluator_____

STUDENT EVALUATION BLANK

A) Background of Student:

1) Socio-economic background

[ ] Upper - upper-middle [ ] White collar

[ ] Blue collar [ ] Servant

2) Ethnic background

[ ] Anglo-American [ ] Spanish-American

[ ] Luso-American [ ] Negro (American)

[ ] Negro (Portuguese) [ ] Other .....

3) Most fluent language at age 5:

[ ] English [ ] Portuguese [ ] Spanish [ ] Other .....

4) Use of English now:

[ ] No noticeable foreign influence [ ] Slight Spanish/Portuguese accent

[ ] Strong Spanish/Portuguese accent [ ] Other .....

5) Student will probably

[ ] Not finish High School [ ] Finish High School [ ] Go on to college

B) Reasons for taking Portuguese:

[ ] Portuguese background and parental urging

[ ] Portuguese background and parental indifference

[ ] "Needed a language"

[ ] "Snow job" by popular teacher

[ ] "Snow job" by fellow students

[ ] Other _____

C) Attitude about course now

[ ] Really great [ ] Dull, but so are many courses

[ ] Pretty good [ ] Be glad when it's over.

[ ] OK, I guess [ ] Wish I could get out now.

D) Progress in Portuguese

1) Recent grade average in Portuguese

[ ] A [ ] B [ ] C [ ] D [ ] F

2) General grade average in school

[ ] A [ ] A-B [ ] B [ ] B-C [ ] C [ ] C-D [ ] D [ ] D-F [ ] F

3) Accuracy in Pronunciation

[ ] Better than teacher's

[ ] Good imitation of teacher's

[ ] English accent but fully understandable

[ ] English accent impedes understandability

[ ] Spanish accent but fully understandable

[ ] Spanish accent impedes understandability

4) Accuracy in syntax

[ ] Handles inflections well in original sentences

[ ] Handles inflections well in memorized sentences but can't produce correct original sentences

[ ] Garbles syntax--"talks like Tonto"

5) Fluency and speed

[ ] Rapid, spontaneous use of language, including ability to express own ideas and create sentences by analogy

[ ] Rapid, within limits of what has been covered and drilled

[ ] Somewhat slow, but comes through

[ ] Sometimes unable to get through

[ ] No fluency

E) Complaints and suggestions:

1) Sincere complaints

[ ] None

[ ] Bored by memorization

[ ] Over-challenged

[ ] Under-challenged "Mickey Mouse"

[ ] Teacher over-fussy about details

[ ] Teacher under-fussy

[ ] .....

[ ] Too much lab

[ ] Too little lab

2) Serious suggestions for improvement

[ ] Change books

[ ] Change teachers

[ ] Change inspectors

[ ] .....

APPENDIX T

MEASUREMENT RESEARCH FORMS

NOTE: AS OF FEBRUARY 28, 1970, NO COMMUNICATION HAD BEEN RECEIVED FROM MEASUREMENT RESEARCH BY THE INSTITUTE OFFICE.